

**TEST ITEM ANALYSIS OF FINAL EXAMINATION ON ECONOMIC
SUBJECT IN GRADE XI IPS SMA NEGERI 10 YOGYAKARTA
ACADEMIC YEAR 2014/2015**

UNDERGRADUATE THESIS

This undergraduate thesis is submitted to fulfill the requirements to obtain
the degree of Bachelor of Education in Faculty of Economics
Yogyakarta State University



By:
Dila Puspa Kencana
11403244045

**ACCOUNTING EDUCATION DEPARTMENT
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY
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This undergraduate thesis had been approved and validated on November 4th, 2015

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VALIDATION

The undergraduate thesis entitled:



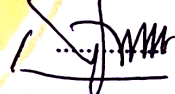
**“TEST ITEM ANALYSIS OF FINAL EXAMINATION ON
ECONOMIC SUBJECT IN GRADE XI IPS SMA NEGERI 10
YOGYAKARTA ACADEMIC YEAR 2014/2015”**

by:

DILA PUSPA KENCANA
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Hereby declare that this undergraduate thesis is my own and original work.

According to my knowledge, there is no work or opinion written or published by other, except as reference or citation by following the prevalent procedure of scientific writing.

This statement is made consciously and not enforced.

Yogyakarta, November 18th, 2015
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Dila Puspa Kencana
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MOTTO

Pray, Play, Try, and Cry. (Author)

DEDICATION

*With mercy of Allah the Almighty, this simple work is
dedicated to:*

Alm. Sanjoto Pamungkas

Hopefully I can always make you proud of me, Papa.

**TEST ITEM ANALYSIS OF FINAL EXAMINATION ON ECONOMIC
SUBJECT IN GRADE XI IPS SMA NEGERI 10 YOGYAKARTA
ACADEMIC YEAR 2014/2015**

By:
Dila Puspa Kencana
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ABSTRACT

This research aims to know the quality of Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015 based on the validity, reliability, discrimination index, level of difficulty, and the effectiveness of distractor.

This research was a descriptive-quantitative research. The Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015 consisted of 40 multiple choices. The subject in this research was students at Grade XI IPS SMA Negeri 10 Yogyakarta. The data collection technique in this study used documentation. The data was analyzed by using Anates program version 4.0.

The result of this research showed that: (1) Based on the validity, the multiple-choice showed that 17 test items (42,5%) were valid and 23 test items were invalid (57,5%). (2) Based on the reliability, the multiple choices had low reliability level about 0,41. (3) Based on the discrimination index, showed that test items which had poor discrimination index were 27 items (62,5%), test items which had moderate discrimination index were 4 items (10%), test items which had good discrimination index were 10 items (25%), and test items which had excellent discrimination index were 1 item (2,5%). (4) Based on the level of difficulty, viewed in term level of difficulty showed that test item which had high level of difficulty were 12 items (30%), 10 items (25%) had medium level of difficulty, and 18 items (45%) had low level of difficulty. (5) Based on the effectiveness of distractor, showed that 1 test item (2,5%) had very good distractor, 12 test items (30%) had good distractor, 14 test items (35%) had moderate distractor, 8 test items (20%) had less good distractor, and 5 test items (12,5%) had bad distractor. (6) Based on the quality of the items, the multiple choices test showed that 5 items (12,5%) had good quality, 7 items (17,5%) had moderate quality, and 28 items (70%) had bad quality. Based on the data above, it concluded that Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015 have bad quality.

Keywords: Validity, Reliability, Discrimination Index, Level of Difficulty, Effectiveness of Distractor.

**ANALISIS BUTIR SOAL UJIAN AKHIR SEMESTER GENAP (UKK)
MATA PELAJARAN EKONOMI KELAS XI IPS SMA NEGERI 10
YOGYAKARTA TAHUN AJARAN 2014/2015**

Oleh:
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kualitas Soal Ujian Akhir Semester Gasap Mata Pelajaran Ekonomi Kelas XI IPS Ekonomi SMA Negeri 10 Yogyakarta Tahun Ajaran 2014/2015 yang ditinjau dari segi validitas, reliabilitas, tingkat kesukaran, daya pembeda dan efektivitas pengecoh/distractor.

Penelitian ini merupakan suatu penelitian deskriptif kuantitatif. Soal Ujian Akhir Semester Gasap Mata Pelajaran Ekonomi Kelas XI IPS Ekonomi SMA Negeri 10 Yogyakarta Tahun Ajaran 2014/2015 terdiri dari 40 butir soal pilihan ganda. Subjek penelitian ini adalah peserta didik kelas XI IPS di SMA Negeri 10 Yogyakarta. Teknik pengumpulan data menggunakan metode dokumentasi. Data kemudian dianalisis dengan menggunakan bantuan program Anates Versi 4.0.9.

Hasil penelitian menunjukkan bahwa: (1) Ditinjau dari segi validitas, bentuk soal pilihan ganda soal yang valid berjumlah 17 butir soal (42,5%), tidak valid 23 butir soal (57,5%). (2) Ditinjau dari segi reliabilitas, bentuk soal pilihan ganda memiliki reliabilitas yang rendah yaitu sebesar 0,41. (3) Ditinjau dari segi daya pembeda, bentuk soal pilihan ganda buruk 27 butir soal (62,5%), sedang 4 butir soal (10%), baik 10 butir soal (25%), dan sangat baik 1 butir soal (2,5%). (4) Ditinjau dari segi tingkat kesukaran, bentuk soal pilihan ganda yang memiliki tingkat kesukaran tinggi berjumlah 12 butir soal (30%), tingkat kesukaran sedang 10 butir soal (25%), dan tingkat kesukaran rendah 18 butir soal (45%). (5) Ditinjau dari efektivitas pengecoh/distractor berfungsi sangat baik 1 butir soal (2,5%), berfungsi baik 12 butir soal (30%), berfungsi cukup 14 butir soal (35%), berfungsi kurang baik 8 butir soal (20%), dan berfungsi tidak baik 5 butir soal (12,5%). (6) Kualitas butir soal pada soal pilihan ganda termasuk kualitas baik berjumlah 5 butir soal (12,5%), kualitas sedang sebanyak 7 soal (17,5 %), dan kualitas tidak baik 28 soal (70%). Hal ini menunjukkan bahwa kualitas soal yang dibuat kurang baik.

Kata Kunci: Validitas, Reliabilitas, Daya Pembeda, Tingkat Kesukaran, Efektivitas Pengecoh/Distractor

FOREWORD

I would like to thank to the Almighty, Allah SWT which has given me bless, mercy, and guidance so this undergraduate thesis entitled **“TEST ITEM ANALYSIS OF FINAL EXAMINATION ON ECONOMIC SUBJECT IN GRADE XI IPS SMA NEGERI 10 YOGYAKARTA ACADEMIC YEAR 2014/2015”** finally finished. I realize that it would have been not possible without the support of many people. Therefore, I would like to express my deepest gratitude to the following:

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The researcher hopes that their kindness gets a better reward by Allah SWT.
Finally researcher hopes that this work will be useful for the readers.

Yogyakarta, November 18th 2015

Researcher,

A handwritten signature in black ink, consisting of a series of loops and strokes, representing the name Dila Puspa Kencana.

Dila Puspa Kencana

NIM. 11403244045

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CHAPTER I INTRODUCTION

A. Research Background

According to the Constitution of Indonesia 1945, ". . . *mencerdaskan kehidupan bangsa*. . . " Indonesian Government always make improvements to have better quality of education. One way to improve the quality of education is by having a good education management. According to Muhaimin (2012: 5) education management is the process of planning, organizing, directing, controlling and evaluating in the context of educational organizations. Education management can be started in a small scope, for example, in a classroom environment.

Teachers as managers in the classroom not only teach the students, but also planning, organizing, directing, controlling and evaluating. Teachers plan learning activities include finding out the learners' needs, determining the learning objectives, writing the syllabus, finding out the topics that will be studied, allocating time, and determining the learning resources (Wina Sanjaya, 2013: 25). The planning of learning activities are contained in lesson plan. If the lesson plan are made properly, then the learning activities are more focused. The organizing is done by teacher in the classroom or have a learning activities accordance to the lesson plan already made. The directing is used by teachers to influence, help, encourage, guide learners to be active, behave properly accordance with plans already made. After directing, the

teachers also control the ongoing activities and evaluate the activities that have been done.

Teachers are required to have a good classroom management, in other words, the teacher should be able to do all the processes of planning, organizing, directing and evaluating. By evaluating the learning process, teachers can analyze and assess learning processes, if there are advantages and disadvantages, teachers can make corrections. Evaluation is very important in order to provide the results of a teachers' success in teaching students and used as a self-correction for the future.

Evaluation is one of the important components and steps that must be taken by the teacher to determine the effectiveness of learning. Evaluation is a systematic and sustainable process to determine the learning quality of the various learning components based on certain considerations and criteria (Zainal Arifin, 2013: 10). From the evaluation, especially evaluation of learning outcomes, teachers can measure whether students have mastered the material that has been studied or not. Thus, the evaluation is able to become a benchmark in making decision which contains of measurement and assessment. Measurement is a comparison between something and a quantitative measure (Zainal Arifin, 2013: 4).

The technique that can be used for assessment is by using the test. The test is a technique in the form of daily exam, midterm exam, and final exam. According to Ngalim Purwanto (2010: 33), achievement test is a test used to assess lessons that given by teacher. Types of test in daily exam or school

exam commonly use written test, which has two forms there are subjective test and objective test. Subjective test also known as description test, because the answer of the question in subjective test contains description, perception, technique, and language style owned by each students (Zainal Arifin, 2013: 125). While objective test such as true-false, multiple choice, matching test, and complete with short answer (Zainal Arifin, 2013: 125).

The test preparation is divided into two types, there are standardized test and teacher-made test. Standardized test is a test that already had a high degree of validity and reliability based on experiments on a large and representative sample (Zainal Arifin, 2013: 120). Standardized test have been analyzed statistically and empirically by experts, therefore the test is valid and can be used generally (Zainal Arifin, 2013: 120). Then, teacher-made test is test that prepared by teachers who teach the lesson. This test is usually used for daily exam, formative test or school exam (Zainal Arifin, 2013: 119). Teacher-made test is temporary, which means it only can be applied at certain times and certain situation (Zainal Arifin, 2013: 120). A professional teacher prepared the test properly and analyzed the test to determine whether the test have good quality or not.

The qualified test can describe and produce an objective and accurate values (Zainal Arifin, 2013: 246). The qualified test should have the characteristic of validity, reliability, objectivity, practicality, and economically (Suharsimi Arikunto, 2012: 72). A valid test can measure or describe correctly according to the actual situation (Suharsimi Arikunto,

2012: 73). The test that revealed reliable if the test is able to provide consistent result (Suharsimi Arikunto, 2012: 74). The test that have qualify of objectivity if the test does not have any factors that may be affect the assessment (Suharsimi Arikunto, 2012: 75). The test that have qualify the practically is easy to prepare, easy to implementation, easy to control, and guided by clear instruction (Suharsimi Arikunto, 2012: 77). An economical test does not require high cost, does not require a lot of effort, and does not take a long time (Suharsimi Arikunto, 2012: 77).

To determine whether the quality of the tests that have been tested well, it is necessary to analyze the item that also known as test item analysis. According Ngalim Purwanto (2010: 118) the purpose of test item analysis is to find out the information about the good items and not good test item. Not good test item should not to be used on the next assessment or test, while the good item will be saved in storage test and it can be tested on the next assessment.

The limited ability of the teacher is did not master the education management in the classroom, so the evaluation process did not implemented properly. Teacher did not analyze the test items that have been created and tested to students. The teacher should analyze the test item because the quality of test items made by teacher is not known yet. The teacher did not analyze the test item caused by the lack of teacher's capability in analyze the test item. The teacher did not know how to conduct the test item analysis,

thinks that test item analysis is complicated, take a long time, and require a lot of effort.

That case occur to the teacher in SMA Negeri 10 Yogyakarta, especially Economics teacher who did not conduct test item analysis as well. Economics teacher at SMA Negeri 10 feels overburdened to do test item analysis, because the teacher does not know to analyze the test item, takes a lot of time and effort, the teacher often feels overburdened by duty hours at school for about 20 hours in a week, and teacher analyze the test by using simple analysis, teacher just looking at students' test result. Based on the background of the study above, researcher interested in conducted research to find out the quality of final exam in SMA Negeri 10 Yogyakarta with the title, "Test Item Analysis of Final Examination on Economics Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015".

B. Problem Identification

Based on the research background above, can be identified several problems that can be researched:

1. Teacher did not conduct test item analysis that used to evaluate as well because teacher just did simple analysis by looking at students' result.
2. The overall quality of final examination as evaluation instrument on Economics subject Grade XI IPS in SMAN 10 Yogyakarta was not known.

3. The lack of teachers' information about the technique of test item analysis to determine the quality of teacher-made test.
4. The teacher feels overburden to analyze the test item because the process of test item analysis is complicated, take a long time, and requires a lot of effort.

C. Problem Restriction

Based on the problem identification above, this research needed problem restriction. This research was restricted to determine the quality of final examination test item as evaluation tool on Economics subject Grade XI IPS in SMAN 10 Yogyakarta in terms of validity, reliability, level of difficulty, discrimination index, and effectiveness of distractors.

D. Problem Formulation

Based on the problem restriction above, the formulation of this problem in this research was: "How is the quality of the Final Examination Test Item on Accounting Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015 in terms of validity, reliability, level of difficulty, discrimination index, and effectiveness of distractors?".

E. Research Objectives

Based on the problem formulation above, the purpose of this research was to determine the quality of the final examination test items on Economics

Subject in terms of validity, reliability, level of difficulty, discrimination index, and effectiveness of distractors in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015.

F. Research Benefits

The result of this research are expected to give benefits as follows:

1. Theoretical Benefits

Results of this study were expected to give contribution to the improvement and refinement theory about learning outcomes evaluation, and can be considered for further research.

2. Practical Benefits

a. For The Researcher

As implementation and development of knowledge that has been gained during studying in Yogyakarta State University and it can be used as a preparation which can be applied in the future.

b. For School

This research is expected to give a consideration for educational institution in organizing education management, especially in analyzing test item in order to evaluate teachers' performance.

c. For The Teacher

The result of this research is expected to guide the teachers to have a good classroom management, have a good quality for themselves so that can be a role model for students and can be self-correction.

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

1. Evaluation

Evaluation, according to Mahrens & Lehmann in “*Evaluasi Pengajaran*” written by Ngalim Purwanto (2010: 3), is a process of planning, acquiring, and providing the necessary information to make an alternatives decision. Another opinion by Norman E. Gronlund quoted by Ngalim Purwanto (2010: 3) said that evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupils. Other definition of evaluation according to Ralph Tyler quoted by Suharsimi Arikunto (2012: 3) said that evaluation is a process of collecting data to determine how far, what case, and which part of educational objectives have been achieved. From some explanations about evaluation according to the experts above, can be concluded that the evaluation is a systematic process to obtain information how far the success of activities has been achieved.

Educational evaluation scope in school includes three components, there are an evaluation of teaching program, an evaluation of teaching implementation process, and an evaluation of learning outcomes (Anas Sudijono, 2009: 29).

a. An evaluation of teaching program

This evaluation includes three cases, those are the evaluation of teaching purposes, evaluation the content of the teaching program, and evaluation of teaching and learning strategies (Anas Sudijono, 2009: 30).

b. An evaluation of teaching implementation process

An evaluation of teaching implementation process will be adapted to the evaluation of teaching program. Therefore, an evaluation of implementation process will be more focused on activities in the classroom including learning process, the communication between teacher and students, giving assignments motivation to students (Anas Sudijono 2009: 30).

c. An evaluation of learning outcomes

This evaluation conducted to determine the understanding and mastery of students towards the material that being studied. An evaluation of learning outcomes is teacher's responsibility in order to know the learning outcomes and can be used to make decision for the other teaching program in the future (Anas Sudijono, 2009: 30).

Anas Sudijono (2009: 59 – 60) describes the main steps in the evaluation of learning outcomes is a set of learning process which begin with planing the evaluation of learning outcomes, collecting data or having tests, verifying data, processing and analyzing data, interpreting the result of evaluation data and inferring the result. The result is used as

follow-up, decision-making and formulating a policy for further evaluation program. Evaluation of learning outcomes conducted by teachers to measure the success of learners. Measuring the success of learning is using a quantitative measure or using numeric symbols (Anas Sudijono, 2009: 34).

Evaluation techniques of learning outcomes that can be used are a test and non-test technique (Anas Sudijono, 2009: 62). A test is tests that can be taken or used in measurement and assessment, in the form of giving tasks that can generate value that symbolizes students' behavior and students' achievement (Anas Sudijono, 2009: 67). While non test technique is an assessment without testing the students, but it used to have systematic observation, interview, questionnaire spreading, and documentary analysis (Anas Sudijono, 2009: 76).

2. Test As an Instrument Evaluation

a. Definition of Test

According to M. Ngalim Purwanto (2010: 33), achievement test is a test used to assess learning outcomes which have been given by the teacher in the classroom. Another opinion according to Anas Sudijono (2009: 67) stated that the test is a method or procedure of measurement and assessment in the education sector, in the form of giving tasks that can generate value and symbolize students' behavior and students' achievement. In Suharsimi Arikunto's book (2012:4) *Dasar-dasar Evaluasi Pendidikan* stated that a test is an

information collection instrument, but when it compared to the other instruments, the test is more formal because it full of restrictions. The test is generally used to measure students' learning outcomes, especially cognitive learning outcomes related to mastery the learning materials accordance the education goals (Nana Sudjana 2011: 25). Based on the description above it can be concluded that the test is one of the instruments that used to measure the students' learning outcomes based on subject matter given by the teacher.

b. Forms of Test

Test based on the preparation:

1) Standardized Test

A standardized tests is a test that examined repeatedly in a large group of students, and the items are relevant and have a high discrimination (Zainal Arifin, 2013: 120). Standardized tests have a high degree of validity and reliability, so the standardized tests used to measure students' ability in three aspects, namely the learning position, learning ability, and diagnostic (Zainal Arifin, 2013: 120).

2) Teacher-made Test

According to Zainal Arifin (2013: 19) teacher-made test is a test that is compiled by teachers who teach the subjects for daily exam, formative exam, and summative exam. The quality of teacher-made test has not known yet the quality of the test

and it is temporary, which mean that it is valid only at certain times and certain situations (Zainal Arifin, 2013: 119).

Teacher-made tests can be in the form of written test, an oral test and a practical test/performance test (Zainal Arifin, 2013: 124). The written test is a test that requires students to answer by writing on paper (Zainal Arifin, 2013: 124). The written test has two forms, there are essay and objective test. Zainal Arifin (2013: 125) describes an essay also called as subjective test because the answer is a description that explain based on students' thinking and knowledge, while objective test assessed objectively, it means that the correct answer scores 1 and the wrong answer scores 0. Example of objective tests can be true-false, or yes-no question, multiple choice, matching, and short answer or completion (Zainal Arifin, 2013: 135).

c. The Characteristic of Good Test

Test has good quality if it requires validity, reliability, objectivity, practicality and economical (Suharsimi Arikunto, 2012: 72).

1) Validity

According to Zainal Arifin (2013: 247), there are two important elements in the validity of the test, the first is validity refers into a degree and the validity which associated with specific purpose. Thus a test is considered valid if the test can

measure what should be measured. Another opinion from Anas Sudijono (2009: 93-94) said that achievement test can be said to be valid if it can measure learning outcomes appropriately, correctly, and valid.

2) Reliability

Reliability is the level of consistency degree from an instrument. A test said to be reliable if it gives the same result when tested in the same group at a different time or different opportunity (Zainal Arifin, 2013: 258).

3) Objectivity

The test is objective if when the test were held, there is no subjective factors that affecting, especially in scoring the test (Suharsimi Arikunto, 2012: 75).

4) Practicality

According to Zainal Arifin (2013: 264) practicality in a test is an ease of the test in preparation, use, processing, and interpretation.

5) Economical

The test is considered economical if the implementation does not requires high cost, does not take a long time, effective and efficient (Suharsimi Arikunto, 2012: 77).

3. Test Item Analysis

The quality of a test can be known after the test is analyzed. The analysis of quality test can determine the test that has good quality in overall test or in each items of the test (Zainal Arifin, 2013: 266). The test quality is tested through test items which is called test item analysis. According to Suharsimi Arikunto (2012: 222) test item analysis aims to identify the good items, less good items, and bad items. After the teacher knows the quality test item, teacher can improve the less good items. The test item analysis is done by reviewing validity, reliability, discrimination index, level of difficulty and the effectiveness of distractors.

a. Validity

Validity is a capability of measure what should be measured appropriately. Validity is used to measure the achievement test whether the test is good to measure students' learning outcomes. To know the validity of the achievement test, the test should be analyzed. The analysis test can be held from two aspects (Anas Sudijono, 2009: 163):

1) Test as a totality of the test

Analysing test as a totality of the test can be conducted in two ways, the first is analysing test rationally or logically and the second is analyzes based on the empirical validity (Anas Sudijono, 2009: 163).

a) Logical validity

Logical validity is obtained by thinking logically, then the evaluation instrument can be valid if the planning based on logical thought as planned (Anas Sudijono, 2009: 164). A good evaluation instrument can be viewed from the content validity and construct validity.

A content validity on achievement test is a validity obtained from overall analysis toward the content of the achievement test. A content validity in achievement test is expected to provide a representative measurement on students' learning outcomes (Anas Sudijono, 2009: 164). A content of validity in achievement test will be known by comparing between the content in each items and instructional goals (Anas Sudijono, 2009: 165). Instructional goals is related to the curriculum that being used. Those curriculum became a foundation to make an instructional goals, so that content validity notice the test items that accordance to the curriculum in order that learning objectives can be achieved. From the description above, the content validity is also called curriculum validity (Zainal Arifin, 2013: 248). In preparing the achievement test, the test item created based on the question framework (Purwanto, 2014: 120). Test item on achievement test said

to be valid if the test item were made based on rational thought based on the test guidelines.

Construct validity on achievement test is seen from structure of the test (Anas Sudijono, 2009: 164). Construct validity on achievement test consider at the suitability of the test item which is made based on the question framework (Purwanto, 2014: 128). Furthermore, a construct validity emphasized on the structure of test item, it means that the test item of achievement test can measure some aspects appropriately such as cognitive, affective, psychomotor etc (Anas Sudijono, 2009: 166). In order to obtain the test result that fulfill a construct validity, the test should be made as well based on logical and rational thought (Anas Sudijono, 2009: 167). Therefore, this validity is included in the logical validity.

b) Empirical validity

The empirical validity is a measurement based on the analysis that has been done in the earlier research (Suharsimi Arikunto, 2012: 81). Empirical in Indonesian Dictionary is based on experience which is obtained from discovery, experiments, observation that has been done, so that the empirical validity comes from experience and observations. The empirical validity of achievement test is

based on data analysis of the result of proven experience (Anas Sudijono, 2009: 168). In order to get valid measurement, so the test preparation must be done based on the provision as well as logical validity, but it must be proven by experience on the empirical validity (Suharsimi Arikunto, 2012: 81).

In order to find out the empirical validity of achievement test can be conducted an observation in two aspects, namely predictive validity and concurrent validity (Anas Sudijono, 2009: 168). A predictive validity is a prediction about what will happen later (Anas Sudijono, 2009: 168). A predictive validity in achievement test is a condition that shows the extent of the test that used appropriately to know what will happen by predicted it (Anas Sudijono, 2009: 168). To determine whether achievement test have had a predictive validity is by look out the correlations between achievement test with an existing criterion (Anas Sudijono, 2009: 170).

A concurrent validity is also known as a moment validity (Anas Sudijono, 2009: 170). A concurrent validity shows unidirectional relation when it used to measure the test that was tested in the past, now and the next test (Anas Sudijono, 2009: 177). Same as a predictive validity,

concurrent validity requires criterion to determine the validity of a test. The criterion that used is a data from the past which compared with the data from the present (Anas Sudijono, 2009: 177). If a concurrent validity is associated to predictive validity, both are validity that require a criterion as an instrument to determine the level of validity which is being studied (Anas Sudijono, 200: 177). It can be concluded if the criterion is obtained from the future is called as predictive validity, otherwise if the criterion is obtained from the present or in the same period by instrument that used, so the validity is called as concurrent validity.

2) Test based on each items

The test item is an integral part of test as a totality. A validity of achievement test is a accuracy of the test item in measure what should be measured (Anas Sudijono, 2009: 182). The total of the items affects validity of the test. The test items compose the test, if the answered is mostly correct so the total score is high. The validity level of test can be determined by using a point biserial correlation technique:

$$y_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

notes:

y_{pbi} = biserial correlation coefficient

M_p = the mean score of students who answered correctly
for test item that looking for

M_t = the mean of total score

S_t = the standard deviation of the total score

p = the proportion of students who answered correctly

$$\left(p = \frac{\text{total students who answered correctly}}{\text{total students}} \right)$$

q = the proportion of students who answered
incorrectly ($q = 1 - p$)

(Suharsimi Arikunto, 2012: 93)

The result of the calculations can be interpreted in two ways:

- a) See the value of r and it is interpreted as an explanation which has a high correlation, high enough, etc.
- b) Comparing to the product moment r table then it can be known whether significant or not that correlation. If the value of r is smaller than r table then the correlation is not significant and the otherwise.

(Suharsimi Arikunto, 2012: 89)

b. Reliability

Reliability is required in making a good achievement test.

Suharsimi Arikunto (2012: 101) said reliability of achievement test

can support the validity of the test. A test may be reliable but not always valid, but if the test is valid, that test is also reliable. The reliable test according to Purwanto (2014: 154) means trust and associated with precision and consistency. An achievement test said to be trusted if the measurement result is relatively stable and consistent. Another opinion from Zainal Arifin (2013: 258) that reliability is the level of consistency from an instrument. A test said to be reliable if it always gives the same results when it tested in the same group at a different time or different situation (Zainal Arifin, 2013: 258)

The concept of reliability is underlying the error measurement which may be occur in a measurement process or occur on particular value, then it causing the changes in the composition of the group (Zainal Arifin, 2013: 259). Errors that affect the test can occur for various reasons, but it can be classified into three causes (Suharsimi Arikunto, 2012: 101-104), namely:

- 1) The things related to test itself, that are test's length and the quality of test item.

The test consist of many items have higher validity than the test that consist of less items. The degree of validity indicates the level of reliability. But a long test could be less effective, the quality of test item is determined by:

- a) The clarity of the formulation item
- b) The quality of question toward the answer, so does not make a wrong answer.
- c) The clear instructions can make the test easily and quickly done.

2) The things related with the testee.

A test that tested to groups consist of many students will reflect the diversity of results that describe the degree of reliability of a test.

3) The things related to the implementation of the test.

The factors that affected implementation of the test are the test instruction, test supervisor, and the situation test. The test result that obtained indirectly will be affected the reliability of the test.

The determination reliability of the objective test could be done by using three methods, there are (Anas Sudijono, 2009: 213-278):

1) Single test – single trial method

Reliability of the achievement test by using this method is determined by measuring on a group of subjects using one instrument and tested once (Anas Sudijono, 2009: 214). To find the reliability of the achievement test can be used the five formulas, namely (Anas Sudijono, 2011: 214) Spearman-Brown

formula, Flanagan formula, Rulon formula, Kuder-Richardson formula, and C. Hyot formula (Anas Sudijono, 2009: 214).

The Spearman-Brown formula, Flanagan formula, Rulon formula are also known as split-half technique, while the Kuder-Richardson formula and C. Hoyt formula did not use the that technique.

a) Spearman-Brown formula

This formula is also known as split-half technique. A split-half technique is done by splitting the items into two equal parts, the each testee has two kinds of scores (Anas Sudijono, 2009: 216). Split-half technique can be divided by item number such as even-odd number and left-right number.

b) Flanagan formula

To know the reliability of the test using this formula by looking at the sum of deviation quadrant on the part I, the sum of deviation quadrant on the part II, and the sum of total quadrant (Anas, Sudijono 2009: 231).

c) Rulon formula

In this formula, the level of reliability of the test can be obtained from the difference scores between the scores that have been achieved by the testee on the part I and part II (Anas Sudijono, 2009: 244). Same as Spearman-Brown

formula and Flanagan formula, this formula can be divided by item number such as even-odd number and left-right number.

d) Kuder-Richardson formula

Kuder-Richardson formula is different from the three formulas above. Determination reliability of the test using Kuder-Richardson formula is based on the half of the first part and the half of the second part (Anas Sudijono, 2009: 252). There are two formulas in this, that are KR_{20} formula and KR_{21} formula. KR_{20} gives more accurate calculation than KR_{21} but the process is more difficult. The opposite from KR_{20} formula, the KR_{21} calculation is more simple but the result is less accurate.

e) C. Hoyt formula

Different from the previous formula, the C. Hoyt formula determine the reliability of the test by looking at the data like scores of the result which is considered as the result of an experiment, which the first factor is subject and the second factor is item (Anas Sudijono, 2009: 259). The analysis technique that used in this formula is variance analysis technique or Anava. Anava technique have each cell consist of one subject and then find out the interaction between the subject and the item.

2) Single test – double trial method

Single test – double trial method is also known as repetition method. Determination the reliability of the test was done by using repetition, where the tester uses only one series of tests, but experiments is done twice (Anas Sudijono, 2009: 268). If both of the tests have positive correlation which the both of test give significant score, then achievement test is stated as reliable because the first score result and the second score result show the consistency or stability.

3) Double test – double trial method

Different from the previous methods, double test – double trial method is looking for the reliability of the test by using two test that given to a group of subject simultaneously with a similar test (Anas Sudijono, 2009: 272). This approach is considered better than the two previous methods, because the test item is created similar but not same at all and this test is implemented in the same time.

c. Discrimination Index

According to Suharsimi Arikunto (2012: 226), discrimination index is the ability of the test item to distinguish between the smart students with the less smart students. Similar with Anas Sudijono's opinion (2009: 385-386), the discrimination index is an ability of test item that can distinguish or discriminate between testee who have a

high capability and testee who have a low capability. Meanwhile, according to Zainal Arifin (2013: 273) argued that the calculation of discrimination index is measurement about the extent of test item can distinguish the students who have mastered the competency with the students who have less mastered the competency based on certain criteria. From some statements above, discrimination index is very important in an achievement test. It is because of the ability of each students is different, so that achievement test item can reflect the differences between the students who have mastered the material who can answered the test correctly and the students who have not enough mastered the material can not answer the question.

Discrimination index in test item can be known by looking at the size of the discrimination index number of the test item. Discrimination index number is a number that indicates the size of the discriminant power in a test item (Anas Sudijono, 2009: 387). Discrimination index indicated with D symbol. The negative sign on the discrimination index is used if a test item reverse shows the quality the tester. The negative sign shows that the test item more answered by lower group than the upper group. Before calculating the quality of discriminant power, the participants were grouped into two groups, upper group and lower group.

1) Small group

In small group, the participants divided into two equal groups, 50% upper group and 50% lower group. Then, all the participants are sorted starting from top scores to bottom scores, after that each group is divided into two and put into upper group or bottom group.

2) Big group

In big group use the group by taking both of the poles, the top poles and the bottom poles about 27% due to cost and time efficiency. Discrimination index can be determined by formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

notes:

D = the number of participants test

J_A = the number of upper group

J_B = the number of lower group

BA = the number of upper group that answer the question correctly

BB = the number of lower group that answer the question correctly

PA = proportion of the upper group who answered correctly
(P is difficulty index)

PB = proportion of the lower group who answered correctly

(Suharsimi Arikunto, 2012: 228)

The result of the calculation above is interpreted based on the following criteria:

D : 0,00 – 0,20 : bad

D : 0,20 – 0,40 : fair

D : 0,41 – 0,70 : good

D : 0,71 – 1,00 : very good

D : negative, all is bad. So, all of the test item which have negative D value should be discarded.

(Suharsimi Arikunto, 2012: 232)

d. Level of Difficulty

Level of difficulty is measurement the level of difficulty test item (Zainal Arifin, 2013: 266). Level of difficulty of the test showed how is the quality of achievement test. An achievement test that has good quality is a test that is not too easy or too difficult. Test item that too easy or too difficult make an achievement test could not distinguish the students' ability. Test item that too easy could not stimulate students to develop their effort to solve the test. While the test item that too difficult makes students give up and less exited to resolve the test.

The number show the test that the test is difficult and easy is called difficulty index (Suharsimi Arikunto, 2012: 223). The amount of difficulty index between 0,00 to 1,00. Difficulty index indicates the level o difficulty of the question. Test item which has difficulty

index 0,00 indicates that the test item is too difficult, otherwise if difficulty index is 1,00 indicates that the test item is too easy. Symbol for difficulty index is P from proportion. Proportion index can be determined by this formula:

$$P = \frac{B}{JS}$$

notes:

P = difficulty index

B = total students who answered the questions correctly

JS = the total students who participate the test

(Suharsimi Arikunto, 2012: 223)

The result of the difficulty index calculation of achievement test is interpreted based on this criteria:

Test item with P score about 0,00 to 0,30 is difficult

Test item with P score about 0,31 to 0,70 is moderate

Test item with P score about 0,71 to 1,00 is easy

(Suharsimi Arikunto, 2012: 225)

e. Effectiveness of Distractors

Distractors is necessary to mislead the test participants do not choose the correct answer (Purwanto, 2014: 108). Distractors usually used in objective test which in each item have been provided some option or alternative answers (Anas Sudijono, 2009: 409). Effectiveness analysis is related to the distribution pattern of the answer. Distribution pattern of the answer is the pattern that can

describe how is the testee determine the answer to the alternative answers that have been attached to each item (Anas Sudijono, 2009: 409). Thereby, distractors have relation with distribution pattern because distribution pattern can be used as distractor, moreover the distractor can be placed spread and evenly on the test item. Distractor is successful if there is some test participants who chose the distractor answer. The amount of test participants who choose distractor answer is equal or close to the ideal amount. If the test participants answered correctly on one item, then $IP = 0$ which means the test item is bad because distractor in the question is not working. Distractor index can be calculated by formula:

$$IP = \frac{P}{(N - B) / (n - 1)} \times 100\%$$

notes:

- IP = distractor index
- P = the amount of students who choose distractors
- N = the amount of students who take the test
- B = the amount of students who answered correctly on very item
- n = the amount of alternative answers or option
- 1 = fix numbers

(Zainal Arifin, 2013: 279)

The interpretation from calculation of distractor index is adapted based on this criterias as follows:

Very good	= 0 distractor which did not work
Good	= 1 distractor which did not work
Moderate	= 2 distractor which did not work
Less good	= 3 distractor which did not work
Not good	= 4 distractor which did not work

(Sugiyono, 2010: 134-1350)

B. Relevant Research

1. The research by Tri Srtia Ernawati in 2013 entitled “*Analisis Butir Soal Akhir Semester Ganjil Buatan Guru Akuntansi Program Keahlian Akuntansi Kelas X SMK Negeri 1 Bantul Tahun Ajaran 2012/2013*”. The result of the 80 multiple-choice items are:

- a. The total of valid test item are 61 items (76,25%)
- b. The question items has very high reliability as 0,820
- c. The items that have fair level of difficulty are 19 items (23,75%)
- d. The items that have good discrimination index are 12 items (15%)
- e. The distractor item which work very well are 6 items (7,5%) and the distractor item which work well are 9 items (11,25%)
- f. The total of item that have good quality is 11 items (13,75%)

The similarities between this research and my research are conducted quantitative descriptive research, analyze test item, and the program that

used in Tri's research is using same program namely Anates program Version 4.00. The difference between this research and my research are research subject, and place of research.

2. The research by Muslikah Purwanti in 2014 with the title "Analisis Butir Soal Ujian Akhir Semester Ganjil Mata Pelajaran Akuntansi Keuangan Kelas XI Akuntansi Menggunakan *Microsoft Office Excel 2010* di SMK Negeri 1 Yogyakarta Tahun Ajaran 2013/2014". The result from 40 multiple-choice items and 4 essay test item are:
 - a. The total of valid test items in multiple-choice test are 19 (63,33%) and in essay test are 3 items (75%).
 - b. Both of the tests have low reliability that are 0,660 for multiple-choice test and 0,50 for essay test.
 - c. The difficulty level of multiple-choice test is moderate which have 9 items (30%)
 - d. The total of multiple-choice test that have good discrimination index is 10 items (33,33%) and the total of multiple-choice test that have very good discrimination index is 6 items (20%). The total of essay test that have good discrimination index is 2 items (50%).
 - e. The distractor item which work very well are 3 items (10%) and the distractor item which work well are 10 items.

The similarities between this research and my research are conducted quantitative descriptive research and analyze test item. The difference between this research and my research are research subject, place of

research, and the program that used in Muslikah's research is using Microsoft Excel while my research is using Anates program Version 4.00.

3. The research by Sony Irawan in 2015 with the title "Analisis Butir Soal Ujian Akhir Semester Gasal Mata Pelajaran Komputer Akuntansi Siswa Kelas XI Akuntansi SMK YPKK 2 Sleman Tahun Ajaran 2014/2015."

The result from 40 multiple-choice items and 5 essay test item are:

- a. Total validity of multiple-choice test is 33 items (82.5%) and 7 items (17.5%) is invalid, then the total validity of the essay test is 4 items (80%) and 1 item (20%) is not valid.
- b. Reliability of multiple-choice test is about 0,75 and for essay test is about 0,31 which means that the essay test is not reliable.
- c. The difficulty level of multiple-choice test showed that 4 items are very difficult (10%), 1 item is difficult (2,5%), 19 items are moderate (47,5%), 11 items are easy (40%), and 5 items are very easy (12,5). Then, the difficulty level of essay test showed that all of the items are moderate.
- d. Discrimination index of multiple-choice test showed that 6 items are very bad (15%), 4 items are bad (10%), 6 items are moderate (15%), 20 items are good (50%), and 4 items are very good (10%). Then, the essay test showed that 1 item is very bad (20%), 1 item is moderate (20%), 2 items are good (40%), and 1 items is very good (20%).

- e. The distractor in multiple-choice test showed that 4 items are very good (10%), 15 items are good (37,5%), 13 items is moderate (32,5%) 6 items are bad (15%), and 2 items are very bad (5%).
- f. The analysis based on the validity, reliability, level of difficulty, discrimination index, and distribution pattern are showed that 12 items are qualified (30%), 9 items are less qualified (22,5%), 19 items are not qualified (47%), while the essay test showed that 4 items are qualified (80%) and 1 item is not qualified (20%).

The similarities between this research and my research are conducted quantitative descriptive research, analyze test item, and is using same program namely Anates program Version 4.00. The difference between this research and my research are research subject, and place of research.

C. Research Framework

Teacher must have enough knowledge and skills in learning activities. Learning activities is a process of planning, implementation, and evaluating in the classroom. Planning and implementation must be balance with the evaluation of learning outcomes. Evaluation of learning outcomes is important because, by evaluation teachers are able to measure the extent of learners in understanding the material that has been given and the results can be used as a decision maker to determine the students' value and improve the quality of teaching and learning activities and self quality of a teacher.

Evaluation of learning outcomes can be done by test technique. The test that made by teacher must have a good quality in order to measure accurately the students' learning outcome. To determine the quality of the test, the teacher can analyze the quality of the test. Analysis the quality of the test may also called as test item analysis. The analysis is done by reviewing the entire test and on every item which is a integral part of the test. Test item analysis on the evaluation of learning outcomes is based on the validity, reliability, discrimination index, level of difficulty, and effectiveness of distractors.

Validity provides a description the ability of a test can measure accurately what will be measured. The validity of test item shows that the test is able to measure the achievement of learning objective. The achievement of learning objective is listed in each test item according with the question framework.

Besides the validity, qualified measurement test is also based on reliability. Reliability is level of consistency of test item. Consistency of the test is based on the students' score that expected to remain consistent on the next test. A test is said to be reliable if the test is consistent in assessment although the test is tested many times in a different situation.

Discrimination index on achievement test is used to distinguish the capabilities of each student. Calculation of discrimination index is used to measure the extent of a test item that capable to distinguish the students who understand the material with the students who less understand the material. Discrimination index of the test item can be known by looking at the size of

discrimination index. Discrimination index is a number that indicates the amount of discrimination index in every test item.

The level of difficulty in the test is needed to analyze in order to know the students' ability. The good achievement test is a test that has moderate degree of difficulty, not too difficult and not too easy. If the test is too easy then the test could not distinguish between students' who have high-ability with the students' who have low-ability because the test item can be answered correctly by all students.

The distractor is usually found in the objective test or multiple-choice test, which multiple-choice test have the correct answer and distractor answers. Distractors are used to mislead the test participants to choose the correct answer. The good test item is the test that will be answered evenly by students who choose the wrong answer.

The aspect of test item such as validity, reliability, discrimination index, level of difficulty and the effectiveness of distractor is analyzed to know the quality of the test that made by the teacher. The result of analysis is used to assess the students and give achievement to students. The results of analysis can indicate the overall quality of the test. The good test item can be saved and archived in to storage test/question bank, moderate test item is needed to be revided, and the bad or poor test item is must be discarded.

D. Research Paradigm

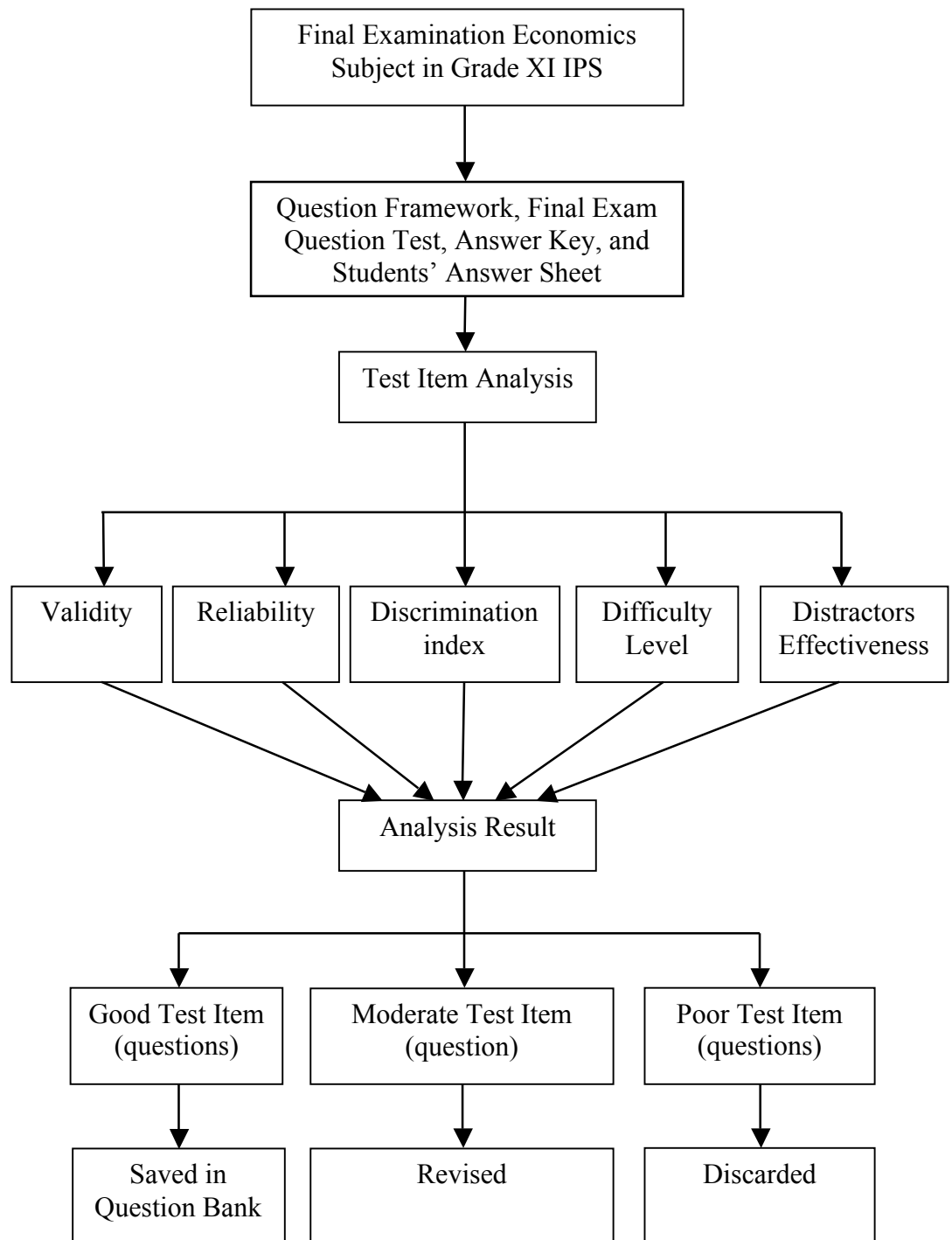


Figure 1. Research Framework Scheme

E. Research Questions

Based on research framework and research paradigm above, the research questions are:

1. How does the validity level of the test item in the Final Examination at Economics Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015?
2. How does the reliability level of the test item in the Final Examination at Economics Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015?
3. How does the discrimination index of the test item in the Final Examination at Economics Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015?
4. How does the difficulty level of the test item in the Final Examination at Economics Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015?
5. How does the effectiveness of distractors of the test item in the Final Examination at Economics Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015?
6. How does the quality of Final Examination at Economics Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015 based on the overall test?

CHAPTER III RESEARCH METHODS

A. Research Design

This research was a quantitative descriptive research. The aim of this research was to find the information and data that could be used to describe the quality of test item in SMA Negeri 10 Yogyakarta, especially on Economic Subject. This study used a quantitative approach because the data obtained in numerical, so there was no manipulation or alteration of data. The data obtained were analyzed using Anates program version 4.0.

B. Place and Time of The Research

This research was conducted in SMA Negeri 10 Yogyakarta which is located at Jalan Gadean No. 5 Yogyakarta in April until November 2015.

C. Subject and Object of The Research

Subject in this research were the students of class XI IPS in SMA 10 Yogyakarta that consist of two classes. Detail the number of research subject as follows:

Table 1. The Number of Research Subject

Grade	Number of Students
XI IPS 1	22
XI IPS 2	21
Total	43

While the object of this research was the question test Final Examination in Economics Subject in Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015.

D. Research Variables

The variables in this research was test item analysis of final examination on Economics subject that viewed from the aspect of validity, reliability, discrimination index, level of difficulty, and effectiveness of distractor.

E. Operational Definition of Research Variables

Based on the research variables above, there was the explanation for each variable:

1. Validity

Validity is a level of test whether the test result obtained meet all of the requirements qualified test. A good test is a test that has high validity. A valid test can measure accurately what should be measured. The validity of the test is seen from the overall test and each test item.

2. Reliability

Reliability of achievement test is consistency level of an instrument. The test is said to be reliable if test shows the consistency when it tested more than once time in the same group but in different situation and the test will generate stable value.

3. Discrimination Index

Discrimination index is the ability of test item to distinguish students who have mastered the material with the students who less mastered the material.

4. Level of Difficulty

The level of difficulty is a degree that shows the proportion of students who answered correctly. Level of difficulty of test item need to be calculated to determine how is the difficulty of the item, whether the test is accordance with the students' ability. Good test item have medium level of difficulty.

5. Effectiveness of Distractor

Detractor is made to attract students to choose the wrong answer. The function of detractor is to determine students' understanding to the material. The effectiveness of detractor is seen from the distribution pattern of students' answers.

F. Data Collection Technique

This research used documentation technique. Documentation technique was used to obtain data in from of question framework, final exam question test, answer key, and students' answer sheets in Economics subject Grade XI IPS SMA Negeri 10 Yogyakarta.

G. Data Analysis Technique

Final examination test in grade XI IPS SMA Negeri 10 Yogyakarta was an objective test that analyzed using Anates Program Version 4.00 to determine validity, reliability, discrimination index, level of difficulty, and the effectiveness of distractor based empirical data that is students' answer.

1. Validity

This research was conducted two types of validity analysis, those were content validity and empirical validity. Content validity analysis used question framework of the test and the final examination test. Then, the final examination test matched to question framework to find out the suitability between the indicators that would be achieved in the question framework and the item test of final examination

The empirical validity of test item was calculated by using point biserial correlation formula:

$$y_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

notes:

y_{pbi} = biserial correlation coefficient

M_p = the mean score of students who answered correctly for test item that looking for

M_t = the mean of total score

S_t = the standard deviation of the total score

p = the proportion of students who answered correctly

$$\left(p = \frac{\text{total students who answered correctly}}{\text{total students}} \right)$$

q = the proportion of students who answered incorrectly

$$(q = 1 - p)$$

(Suharsimi Arikunto, 2012: 93)

The result of the calculation above were interpreted by comparing the result with r_{table} at significance level of 5% according to the total of testee (students). Test said to be valid if y_{pbi} bigger than or same as r_{tabel} ($y_{\text{pbi}} \geq r_{\text{tabel}}$).

2. Reliability

Reliability of the test was calculated by KR-20 formula by Kuder-Richardson:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

notes:

r_{11} = overall reliability of the test

p = the proportion of subject who answered the item correctly

q = the proportion of subject who answered the item incorrectly

$$(q = 1 - p)$$

$\sum pq$ = the amount of multiplication of p and q

n = number of items

S = standard deviation of the test (the root of variance)

(Suharsimi Arikunto, 2012: 115)

Interpretation of the calculation from coefficient of reliability test above is used benchmark as follows (Anas Sudijono, 2009: 209):

- a) if r_{11} is equal to or bigger than 0,70 means that the achievement test that is being tested is stated that it has a high reliability (reliable)
- b) if r_{11} is less than 0,70 means that the achievement test that is being tested is stated that it did not have a high reliability (unreliable).

3. Discrimination Index

Before calculating discrimination index was necessary to divide the students into two groups: the upper group and the lower group. Then, the calculation used this following formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

notes:

D = the number of participants test

J_A = the number of upper group

J_B = the number of lower group

BA = the number of upper group that answer the question correctly

BB = the number of lower group that answer the question correctly

PA = proportion of the upper group who answered correctly

(P is difficulty index)

PB = proportion of the lower group who answered correctly

(Suharsimi Arikunto, 2012: 228)

The results of the calculation above were interpreted based on the following criteria (Suharsimi Arikunto, 2012: 232):

D : 0,00 – 0,20 : poor

D : 0,21 – 0,40 : moderate

D : 0,41 – 0,70 : good

D : 0,71 – 1,00 : excellent

D : negative. All of item is bad. So all item that have a negative D value should be discarded.

4. Level of difficulty

The difficulty level calculated by using the formula:

$$P = \frac{B}{JS}$$

notes:

P = index of difficulty

B = the number of students who answered the question correctly

JS = the total number of students who participated in test

(Suharsimi Arikunto, 2012: 223)

The calculation result of difficulty index above was interpreted based on this criterias (Suharsimi Arikunto, 2012: 225):

Test item with P 0,00 up to 0,30 is difficult test

Test item with P 0,31 up to 0,70 is medium test

Test item with P 0,71 up to 1,00 is easy test

Based on the benchmark above, the test item said to be good if it has level of difficulty between 0,30 up to 0,70.

The test item that qualified need to save in the storage test or question bank. The things that should be considered in saving the test in the question bank are (Zainal Arifin, 2013: 272-273)

- a. The questions is extreme difficult or extreme easy could not provide useful information for students. Therefore, probability of answer distribution on alternative answer is not eligible.
 - b. If the question is extreme difficult or extreme easy, but the distractor (answer distribution) on the test shows answer evenly, logical, and have negative discrimination index (except the answer key), so the test item is eligible.
 - c. If the question is extreme difficult of extreme easy, but have discrimination index and statistics distractor that meet the criteria, then the test item can be chosen as an alternative to be stored in question bank.
 - d. If the question is extreme difficult or extreme easy, but the discrimination index and statistic distractor is not meet the criteria yet, then the test item needs to be revised and tested again.
5. Effectiveness of distractor

The analysis of effectiveness of distractor was calculated by using this formula (Zainal Arifin, 2013: 279):

$$IP = \frac{P}{(N - B) / (n - 1)} \times 100\%$$

notes:

IP = distractor index

P = the number of students who choose the distractor

N = the number of students who participated in test

B = the number of students who answered correctly on the test

n = the number of alternative answer

l = fixed numbers

The calculation of distractor index above was interpreted based on criteria (Sugiyono, 2010: 134-135):

Table 2. The Criterias of Distractor Index

Distractor which did not work	Criteria
0	Very good
1	Good
2	Moderate
3	Less Good
4	Not Good

The explanation of the criteria of distractor index table above as follows:

- a. Very good distractor if 4 options or all of alternative answers works properly where every option is chosen more than or equal to 3 students.
- b. Good distractor if 3 of 4 options or alternative answers works properly where every 3 options is chosen more than or equal to 3 students.

- c. Moderate distractor if 2 of 4 options or alternative answers works properly where every 2 options is chosen more than or equal to 3 students.
 - d. Less good distractor if 1 of 4 options or alternative answers works properly where 1 option is chosen more than or equal to 3 students.
 - e. Not good distractor if 4 options or all of alternative answers did not work properly which every option is not chosen more than or equal to 3 students.
6. The overall quality of test

The test item which analyzed based on validity, reliability, discrimination index, level of difficulty, and effectiveness of distractor was accumulated to determine the overall quality of the test. The researcher divided the quality of the test based on 3 criterias, namely good test, moderate test, and bad test.

Table 3. The Criterias of Overall Quality of The Test

The number of criterias which are fulfilled	Quality of Test	Description	Follow-up
4 criterias	Good Test	Accepted	Saved in question bank
3 Criterias	Moderate Test	Accepted	Revised
≤ 2 criterias	Bad Test	Not Accepted	Discarded

The following interpretation of quality of the test based on the table above was adapted from Septi Diastuti (2015, 61-62) :

- a. Good test if the test item have 4 criterias of good test item, namely validity, discrimination index, level of difficulty, and the

effectiveness of distractor. The test item could be saved in question bank to reuse on the next test.

- b. Moderate test if the test item has 3 of 4 criterias of good test item, namely validity, discrimination index, level of difficulty, and the effectiveness of distractor. The test item could be saved in the question bank but the test item must be revised.
- c. Bad test if the test item has 2 or less from 4 criterias of good test item, namely validity, discrimination index, level of difficulty, and the effectiveness of distractor. The test item needs a lot of revision so test item is better to discard.

CHAPTER IV RESEARCH RESULT AND DISCUSSION

A. Overview of Research Location

School that used for this research was the SMA Negeri 10 Yogyakarta which located at Jalan Gadean 5 Ngupasan Yogyakarta. The Location of SMA Negeri 10 Yogyakarta was very strategic which located in the centre of city. The school building of SMA Negeri 10 Yogyakarta was feasible for learning activities and has good facilities such as good classroom, enough teachers, libraries, mosque, canteen, a separated restroom for female students and male students and the other facilities. SMA Negeri 10 Yogyakarta also has vision and mission. These were the vision and mission of SMA Negeri 10 Yogyakarta.

The vision of SMA Negeri 10 Yogyakarta is to realize the good generation who has faith, knowledgeable, ingenious, and virtuous.

The mission of SMA Negeri 10 Yogyakarta are:

1. Grow the faith and taqwa to appreciate and do regularly based on their religion,
2. Implement the learning and guidance effectively,
3. Motivate and help students to know their own potential then develop it optimally,
4. Implement the exemplary, be participation, transparent and accountable
5. Grow a competitive spirit in IMTAQ and science,
6. Grow a competitive spirit in sports, arts and culture,

7. Grow a pride in culture, country and the environment

The strategies to achieve the vision and mission are:

1. Held a spiritual routine once every two weeks, encourage shalat together with muslim students, teachers, and staff in school .
2. Have a good cooperation with other institute in order to improve insight of IMTAQ, science and technology, foreign languages and sport.
3. Increase human resources for the subject teachers, counseling teachers and the staff.
4. Optimaze the uses of educational infrastructure.
5. Provide additional material for students of grade XII.
6. Provide services to students in grade X and XI which require additional lesson.
7. Organize extracurricular activities according to students talents and interests.
8. Follow some competitions that organized by government and related institution.
9. Forming groups of Science Olympiad to compete at the provincial level.
10. Formed a football team and basketball team which expected to become finalist football and basketball player in the provincial level.
11. Held a commemoration of the Holly Day and National Holidays by organized some programs and activities.
12. Held a ceremony every Monday to foster discipline and patriotism.

13. Held some activities that can grow a sense of patriotism, culture and environment.

B. Description of Research Result

This research was conducted to determine the quality of test items on Final Examination Economics Subject at Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 in terms of validity, reliability, discrimination index, level of difficulty, and the effectiveness of distractor. The data that used in this research were question test of Final Examination in Economic Subject at Grade XI IPS in SMA Negeri 10 Yogyakarta academic year of 2014/2015 which consist of 40 multiple choice question followed by 43 students.

Data obtained by using documentation method that included question framework, final exam questions, answer key, and students' answer sheets. Furthermore, the data were analyzed by using an ANATES program version 4.0.0 developed by Drs. Karno To, M.Pd and Yudi Wibisono, S.T. to determine the quality of the test in terms of validity, reliability, discrimination index, level of difficulty and the effectiveness of distractor.

C. Research Result

The research results obtained from test items analysis of Final Examination Economics Subject at Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 were as follows:

1. Validity

Validity of the test was done in two ways, namely logical validity and empirical validity. The logical validity known by content validity. This validity was also used for analyzed the totality of the test. While empirical validity used to determine the validity of each test item.

Content validity was known by matching the suitability between question framework and the indicators that would be achieved. There was the distribution of question framework of final examination on Economic Subject at Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015.

Table 4. Distribution of Final Examination based on Content Validity

No	Standard Competence	Basic Competence	Material	Indicator	Item Number
1.	Capital markets	1.1 Know the products types in the stock exchange	1. Products types in the stock exchange 2. Difference between bonds and stock 3. Fundamental analysis prospective investors	1. Capital market 2. Difference between bonds and stock 3. Fundamental analysis prospective investors in capital market	1, 2, 3, 5, 6, 9, 11, 12
		1.2 Describe the mechanism of stock exchange	1. Describe the mechanism of stock exchange 2. Mechanism of securities trading	1. Capital market 2. Mechanism of securities trading in the capital market	4, 8, 10,
2.	Money market	Describe the money market	Describe the advantages of money market	Describe the advantages of money market	7

No	Standard Competence	Basic Competence	Material	Indicator	Item Number
3.	Open economy	3.1 Identification of exchange rate and balance of payments	Foreign exchange rate calculation vector in the balance of payments	Foreign exchange rate calculation vector in the balance of payments	13, 27
		3.2 Explain the concept of rates, quota, export ban, import ban, subsidy, premium, price discrimination, and dumping.	Explain the politic and dumping policy	Explain the politic and dumping policy	14, 15
		3.3 Identify the advantages and an international trade factors	1.Mention factors that affect international trade 2.The calculation balance of payments 3.The advantages of export 4.The objectives of international trade	1.Mention factors that affect international trade 2.Calculate balance of payments 3.Mention the objectives of international trade	16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27
		3.4 Explain function, resource, and the objective of foreign exchange.	1.Foreign exchange resource 2.International payments	1.Describe foreign exchange resource 2. Describe international payments	28, 29
4.	Accounting cycle on service	4.1 Prepare financial statements	1.Reviewing references to prepare	1.Preparing adjusting entries	30, 31, 32,

No	Standard Competence	Basic Competence	Material	Indicator	Item Number
	company	services	financial statements based on the balance sheet 2.Studying closing entries 3.Reviewing reference to fill the financial statements based on the account balance in worksheets 4.The benefits of the balance sheet in the financial statements	2. Preparing trial balance 3. Preparing worksheets 4.Preparing closing entries 5.Preparing worksheets from trial balance 6.Mention benefits of the trial balance in the financial statements	33, 34, 35, 36
		4.2 Trial balance after closing	Trial balance in the financial statements	Make trial balance in the financial statements	37
		4.3 Prepare worksheets	The advantages of worksheets	The advantages of worksheets	38, 39
		4.4 Prepare income statements	Income statements	Prepare income statements	40

The analysis result of content validity was viewed by question framework which indicates that the question of final examination on Economic Subject at Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year 2014/2015 was suitable with the indicators of competencies achievement. It interpreted that the content validity of the question in Final Examination on Economic Subject at Grade XI IPS

SMA Negeri 10 Yogyakarta academic year 2014/2015 was included in the category that had good content validity.

The empirical validity used to determine the validity of each test item. The empirical validity of Final Examination on Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year 2014/2015 was calculated by using point biserial correlation formula (γ_{pbi}) with ANATES program. The total students in Grade XI IPS SMA Negeri 10 Yogyakarta were 43 students or $n = 43$. The calculation result was consulted with significance of r_{table} at the level of 0,05. At the significance level of 5% and $n = 43$ is obtained r_{table} as 0,304. Based on the criteria, if the test items have $\gamma_{pbi} \geq 0.304$ meant that the test items were valid and if $\gamma_{pbi} < 0.304$ means that the test items were invalid.

The number of valid test items were 17 items (42,5%) while the invalid test items were 23 items (57,5)%. Distribution of 40 questions based on validity index of item as follows:

Table 5. Distribution of the test items in Final Examination on Economic Subject Grade XI IPS SMA Negeri 10 Yogyakarta academic year 2014/2015 by validity index

No.	Validity Index	Item Number	Total	Percentage
1.	$< 0,304$ (Item is invalid)	2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 21, 22, 23, 25, 26, 29, 33, 36, 40	23	57,5%
2.	$\geq 0,304$ (Item is valid)	1, 3, 4, 5, 15, 17, 24, 27, 28, 30, 31, 32, 34, 35, 37, 38, 39	17	42,5%

Source: Primary Data

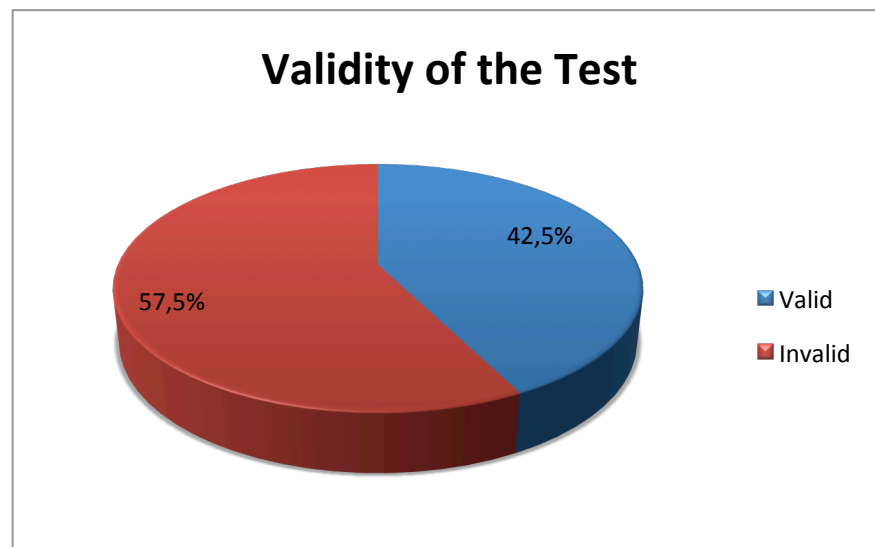


Figure 2. Distribution of the test item in Final Examination on Economic Subject Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 by validity index

2. Reliability

Reliability of the test was calculated by using KR-20 formula. The analysis result of Final Examination of Economic Subject on Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 based on the reliable benchmark that if $r_{11} \geq 0,70$ means that the test items which being tested was had high reliability while if $r_{11} < 0,70$ means that the test which being tested was had low reliable or unreliable.

The analysis result that calculated by Anates Program showed that Final Examination of Economic Subject on Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015 had reliability index as 0,41. The reliability index or r_{11} showed that test items had 0,41. It had mean that r_{11} was less than 0,70 or $0,41 \geq 0,70$ so that the test was said to be unreliable.

3. Discrimination Index

Discrimination index of the test used the classification to interpret the calculation result such as: if the calculation result has negative value and also the value is about 0,00 – 0,20 is said to be poor item; if the value is about 0,21 – 0,40, the test item is said to be moderate item; if the value is about 0,41 – 0,70 the test item is said to be good item; and if the value is about 0,70 – 1,00, the test item is said to be excellent category.

Based on the analysis result, final examination of Economic Subject on Grade XI IPS SMA Negeri 10 Yogyakarta Academic Year of 2014/2015 that included to poor categories were 25 items (62,5%), the test items that included in moderate categories were 4 items (10%), the test items that included in good categories were 10 items (25%), and the test item that included in excellent categories was 1 item (2.5%). The distribution of 40 test items based on the discrimination index as follows:

Table 6. Distribution of the test items in Final Examination on Economic Subject Grade XI IPS SMA Negeri 10 Yogyakarta academic year 2014/2015 based on discrimination index

No.	Discrimination Index	Item Number	Total	Percentage
1.	Negative and 0,00 – 0,20 (poor)	1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 22, 21, 23, 25, 26, 29, 33, 36, 40	25	62,5%
2.	0,21 – 0,40 (moderate)	5, 30, 34, 38	4	10%
3.	0,41 – 0,70 (good)	3, 15, 17, 24, 27, 31, 32, 35, 37, 39	10	25%
4.	0,70 – 1,00 (excellent)	28	1	2,5%

Source: Primary Data

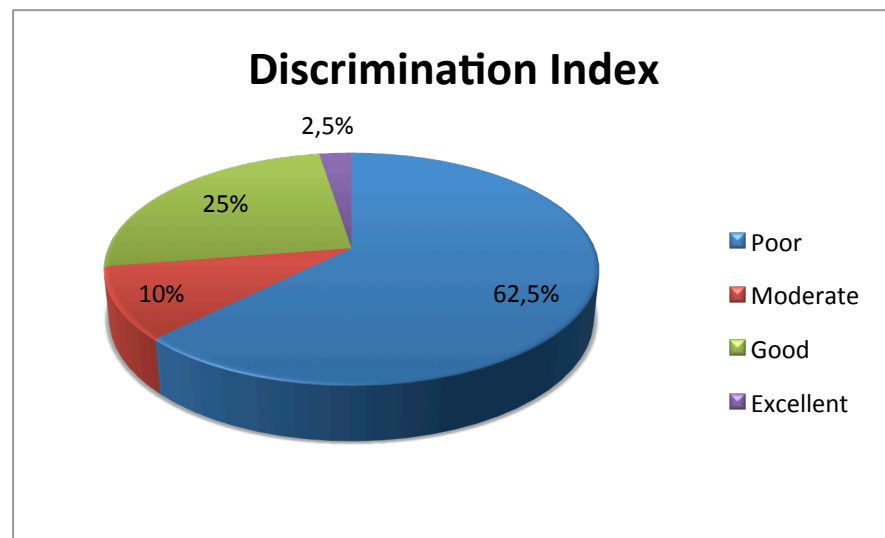


Figure 3. Distribution of the test item in Final Examination on Economic Subject Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 based on discrimination index

4. Level of Difficulty

The classification that used to interpret the calculation result of level difficulty of test item namely: if the difficulty index shows 0,00 – 0,30, the test item is included to difficult categories, if the difficulty index shows 0,31 – 0,70 the test item is included to medium categories, and if the difficulty index shows 0,71 – 1,00 the test item is included to easy categories.

Based on the analysis result used Anates program was known that Final Examination of Economic Subject on Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015, test items that included in the difficult categories were 12 items (30%), the test items that included in the medium categories were 10 items (25%), and the amount of test items that included in easy categories were 18 items (45%). The distribution of 40 test items based on the level of difficulty as follows:

Table 7. Distribution of the test items in Final Examination on Economic Subject Grade XI IPS SMA Negeri 10 Yogyakarta academic year 2014/2015 based on level of difficulty

No.	Level of Difficulty	Item Number	Total	Percentage
1.	0,00 – 0,30 (difficult)	7, 8, 11, 12, 13, 17, 19, 21, 23, 25, 29, 31	12	30%
2.	0,31 – 0,70 (medium)	6, 9, 15, 24, 27, 28, 32, 35, 36, 39	10	25%
3.	0,71 – 1,00 (easy)	1, 2, 3, 4, 5, 10, 14, 16, 18, 20, 22, 26, 30, 33, 34, 37, 38, 40	18	45%

Source : Primary Data

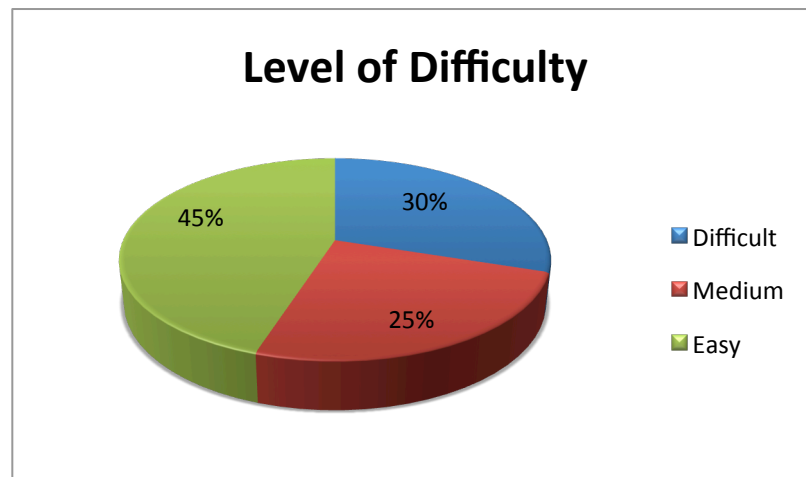


Figure 4. Distribution of the test item in Final Examination on Economic Subject Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 based on level of difficulty

5. Effectiveness of Distractor

Effectiveness of distractor obtained by counting the number of test participants who choose the answer option a, b, c, d and e, or did not choose anything. From the answer distribution pattern known whether the distractor works properly or not. Distractor works properly if it chosen at least 5% of all test participants.

The calculation result showed that 1 test item (2,5%) had very good distractor, 12 test items (30%) had good distractor, 14 test items (35%) had moderate distractor, 8 test items (20%) had less good distractors, and 5 test items (12,5%) had not good distractors. The distribution of 40 test items based on the effectiveness of distractor is as follows:

Table 8. Distribution of the test items in Final Examination on Economic Subject Grade XI IPS SMA Negeri 10 Yogyakarta academic year 2014/2015 based on effectiveness of distractor

No.	Effectiveness of distractor	Item Number	Total	Percentage
1.	Very Good (0)	17	1	2,5%
2.	Good (1)	7, 8 9, 12, 19, 23, 27, 28, 29, 32, 33, 36	12	30%
3.	Moderate (2)	3, 5, 11, 13, 15, 16, 21, 31, 35, 37, 38, 39, 40	14	35%
4.	Less Good (3)	5, 10, 18, 22, 25, 26, 30, 34	8	20%
5.	Not Good (4)	1, 2, 4, 14, 20	5	12,5%

Source : Primary Data

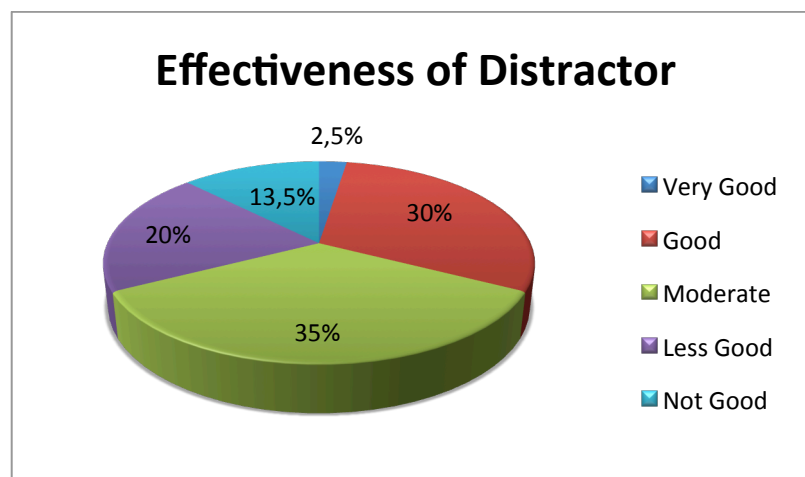


Figure 5. Distribution of the test item in Final Examination on Economic Subject Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 based on effectiveness of distractor

6. The overall quality of test

Test item that have been analyzed based on validity, discrimination index, level of difficulty, and effectiveness of distractor will be accumulated to determine the overall quality of the test. Quality of the test based on three criteria, namely good test, moderate test, and bad test. Those three criterias grouped based on:

- a. Good test if the test item has 4 criterias of good test item, namely validity, discrimination index, level of difficulty, and the effectiveness of distractor. The test item could be saved in question bank to reuse on the next test.
- b. Moderate test if the test item has 3 of 4 criterias of good test item, namely validity, discrimination index, level of difficulty, and the effectiveness of distractor. The test item could be saved in the question bank but the test item must be revised.
- c. Bad test if the test item has 2 or less from 4 criterias of good test item, namely validity, discrimination index, level of difficulty, and the effectiveness of distractor. The test item need a lot of revision so test item is better to discard.

Based on the analysis, Final Examination of Economic Subject on Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 based on validity, discrimination index, level of difficulty and effectiveness of distractor showed that 5 items (12,5%) had good quality, 7 items (17,5%) had moderate quality and 28 items (70%) had bad

quality. The distribution of 40 test items based on the quality of the test as follows:

Table 9. Distribution of the test items in Final Examination on Economic Subject Grade XI IPS SMA Negeri 10 Yogyakarta academic year 2014/2015 based on validity, discrimination index, level of difficulty, and effectiveness of distractor

No.	Criteria	Item Number	Total	Percentage
1.	Good Test (4 criterias)	15, 27, 32, 35, 39	5	12,5%
2.	Moderate Test (3 criterias)	3, 17, 24, 28, 31, 37, 38	7	17,5%
3.	Bad Test (≤ 2 criterias)	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 21, 22, 23, 25, 26, 29, 30, 32, 33, 34, 36, 40	28	70%

Source: Primary Data

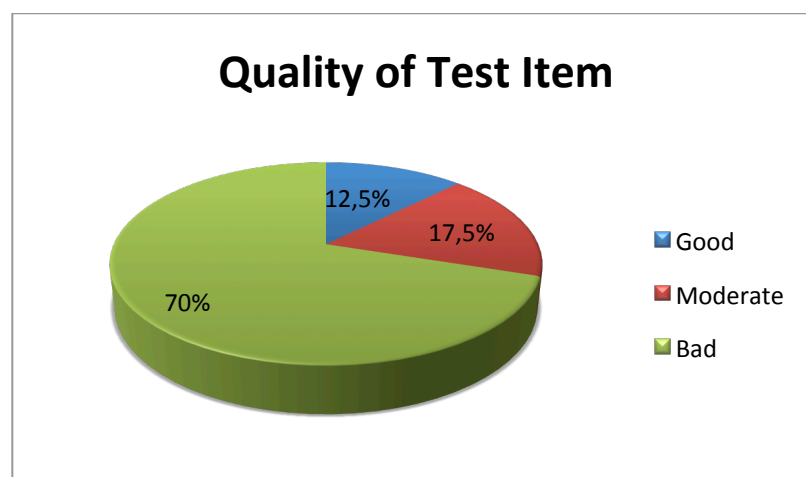


Figure 6. Distribution of the test item in Final Examination on Economic Subject Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 based on based on validity, discrimination index, level of difficulty, and effectiveness of distractor

D. Discussion

1. Validity

The validity of Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 was analyzed in two ways, namely based on the totality of the test and based

on each test item. Test item analysis based in the totality of the test used logical validity and test item analysis based on each test item used empirical validity. The content validity of the test was known logically by matching the contents of the test with the question framework to know the suitability of the indicators that will be achieved. The empirical validity of the test items calculated by using point biserial correlation formula. Point biserial index (γ_{pbi}) obtained from the calculation result that consulted with r_{table} at significance level of 5%.

The research result in SMA Negeri 10 Yogyakarta indicate that there were 43 students of Grade XI IPS, it means that the amount of test participants or $n = 43$, then the value of r_{table} indicates as 0,304. If γ_{pbi} is more than or equal to r_{table} then the test item is valid. The otherwise, if γ_{pbi} is less than r_{table} , the test item is invalid.

The analysis result of content validity which looked at the question framework showed that the question test if Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 was suitable with the indicators that will be achieved. It indicated that the content validity Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 was included in the category that had good validity question test.

The analysis result of empirical validity showed that 17 test items (42,5%) were valid and 23 test items were invalid (57,5%). From the

statement above, the valid test items must be saved in question bank and can be reused for the next test. While invalid test items which did not meet the requirements of good test and suitable with test indicators must be discarded.

This research result was reinforced with the theory of validity according to Anas Sudijono (2011: 183) stated that test item which has high validity is no need to worry about the accuracy in measuring students' ability. While the test item which has low validity is reflect that the test item is invalid so the test items is must be discarded.

Based on the statement above, it concluded that the test item of Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 was classified as less qualified test item based on the validity result as 42.5%.

2. Reliability

The reliability of the test was level of consistency from an instrument. Measurement has high reliability if the measurement was able to provide reliable data. Reliability of test item measured by using KR-20. The interpretation from reliability coefficient (r_{11}) if $r_{11} \geq 0,70$ so the item that being test has high reliability or said to be reliable, but if $r_{11} < 0.70$ the test item that being tested has low reliability of said to be unreliable.

The research result showed that Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 had reliability index as amounted 0,41. The calculation above

showed that Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 was included to the test that had low reliability or unreliable because $r_{11} < 0.70$ and the result was not steady or could be change if it use in next test in the same group.

The result of this research based on the reliability theory from Anas Sudijono (2011: 209) which stated that if $r_{11} \geq 0.70$ so the test that being tested is has high reliability, but if $r_{11} < 0.70$ so the test has low reliability and said to be unreliable. Based on the description above, it concluded that Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 had low reliability or the test was said to be unreliable.

3. Discrimination Index

Discrimination index was used to know that each test item could distinguish students or test participants who mastered the material and the students or test participant who have not mastered the material. The interpretation of discrimination index was used this following criterias:

D : 0,00 – 0,20 : poor

D : 0,21 – 0,40 : moderate

D : 0,41 – 0,70 : good

D : 0,71 – 1,00 : excellent

D : negative. All of item is bad. So all item that have a negative D value should be discarded.

(Suharsimi Arikunto, 2012: 232)

Based on analysis result, test items which had poor discrimination index were 27 items (62,5%), test items which had moderate discrimination index were 4 items (10%), test items which had good discrimination index were 10 items (25%), and test items which had excellent discrimination index was 1 item (2,5%). Based on the theory which states that part of analysis that should be conducted to determine whether each item was said to be good test was an analysis of the discrimination index. According to Zainal Arifin (2013: 273) said that the higher coefficient of discrimination index on the test item, the item was increasingly able to distinguish between students who mastered the competencies and students who did not mastered competencies.

Based on the description above, it can be concluded that Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 is a poor test. It means that the test could not distinguish between students who mastered the competencies and students who did not mastered the competencies because 27 test items (62,5%) or more than 50% from overall test items were included into poor test item, while the total of the test item which had moderate, good, and excellent discrimination index were 23 items (47,5%) or less than 50%.

Test items that had excellent discrimination index, good discrimination index, and moderate discrimination index could be saved in the question bank. Test items which have poor discrimination index

must be revised if the item would be used in the next test. While the test items which had negative value should be discarded because the items have bad quality.

4. Level of Difficulty

Level of difficulty was a measurement of the degree of difficulty from test item. Level of difficulty showed whether the test item was classified into difficult test, medium test, and easy test. Level of difficulty Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 was calculated by using Anates Program version 4 then the result was interpreted by this following criterias:

Test item with P 0,00 up to 0,30 is difficult test

Test item with P 0,31 up to 0,70 is medium test

Test item with P 0,71 up to 1,00 is easy test

(Suharsimi Arikunto, 2012: 225)

The test that had good quality was a test that not too easy or too difficult. Test item that too easy or too difficult make test could not distinguish the students' ability. Test item that too easy could not stimulate students to develop their effort to solve the test. While the test item that too difficult makes students give up and less exited to resolve the test.

From the analysis result, Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 which had high level of difficulty were 12 items (30%), 10

items (25%) had medium level of difficulty, and 18 items (45%) had low level of difficulty. According to Suharsimi Arikunto (2013: 225) said that test which have good quality if the difficulty index is about 0,31 – 0,70.

Based on the description above, it concluded that the test item was not good test reviewed from level of difficulty index. Test items was not good because the medium level of difficulty were just 10 items, while the 30 items were too difficult and too easy.

According to Anas Sudijono (2012: 376-378) stated that after analyzed the level of difficulty, the test item would be:

- a. The test item which has medium level of difficulty is included into good test item, so the test item could be saved in the question bank and could be reuse in the next test.
- b. The test item which has high level of difficulty, has 3 possible follosw-up:
 - 1) The test item is discarded and did not reuse for the next test.
 - 2) The test item is revised to know the factors that makes the test item is difficult to answer.
 - 3) The test item is maintained to reuse in the next strict test which mean that few testee will not pass in the selection test.
- c. The test item which has low level of difficulty, has 3 possible follows-up:
 - 1) The test item is discarded and did not reusefor the next test.

- 2) The test item is revised to know the factors that makes the test item is easy to answer by testee.
- 3) The test item is maintained and reuse in the next test that not strict or the test is just for formality.

5. Effectiveness of Distractors

Distractor was necessary on the objection test where the students must choose one of several alternative answers or options. A distractor works well if at least selected by 5% of test participants or students. The total students grade XI IPS in SMA Negeri 10 Yogyakarta who participated in Final Examination of Economic Subject were 43 students, then the distractor works properly if it choosen at least 5% from 43 was equal to 2,15. It means in this research used 3 students.

Research result showed that Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 had 1 test item (2,5%) had very good distractor, 12 test items (30%) had good distractor, 14 test items (35%) had moderate distractor, 8 test items (20%) had less good distractors, and 5 test items (12,5%) had bad distractors. Zaenal Arifin (2013: 279) said that in objective test there are options or alternative answers which distractor.

The interpretation from the result above based on effectiveness of distractor was used Likert Scale as follows:

- a. Very good distractor if 4 options or all of alternative answers works properly where every option is choosen more than or equal to 3 students.
- b. Good distractor if 3 of 4 options or alternative answers works properly where every 3 options is choosen more than or equal to 3 students.
- c. Moderate distractor if 2 of 4 options or alternative answers works properly where every 2 options is choosen more than or equal to 3 students.
- d. Less good distractor if 1 of 4 options or alternative answers works properly where 1 option is choosen more than or equal to 3 students.
- e. Not good distractor if 4 options or all of alternative answers did not work properly which every option is not choosen more than or equal to 3 students.

Based on the analysis and interpretation above, it concluded that the Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 in terms of effectiveness of distractor was included in pretty good test items because it had 27 test items which had very good distractor, good distractor and moderate distractor. According to Zainal Arifin (2013: 279) said that good test item was the distractor would be chosen equitably by testee or students who answered incorrectly, in other side if the not good test item was the distractor would be chosen not equitably.

According to Anas Sudijono (2012: 376-378) stated that after analyzed the distractor of test item would be:

- a. The test item that has good distractor can be reused in the next test.
- b. The test item that has less good distractor should be revised or changed with the other distractor. The way that can be used to make good distractor is by (Sumarna Surapranata 2005: 136):

- 1) Use the alternative answer or option that commonly understood by students
- 2) Use words which has sound similar or synonym
- 3) Use related words
- 4) Used standard language so it did not cause multiple interpretations.

6. Quality of The Test

Analysis result of validity, discrimination index, level of difficulty, and effectiveness of distractor in test item analyzed again as overall test to know the quality of the test. Quality of the test was divided in 3 categories, namely: good test, moderate test, and bad test. From the analysis result, there were 5 items (12,5%) had good quality, 7 items (17,5%) had moderate quality and 28 items (70%) had bad quality.

Test item that had good quality was saved in question bank. Test item that had moderate quality must be revised based on the failure indicators, then the test item could be saved in question bank. The test item that had bad quality was discarded and did not reused in the next test.

The causes of test item failure was known from validity aspect, discrimination aspect, level of difficulty aspect, and effectiveness of distractor. Test items that cause failure was seen in this following table:

Table 10. Distribution of test item in Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 which caused failure

No.	Criteria	Items Number	Total	Percentage
1.	Validity (Invalid)	2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 21, 22, 23, 25, 26, 29, 33, 36, 40	23	57.5%
2.	Discrimination Index (Poor Discrimination Index)	1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 22, 21, 23, 25, 26, 29, 33, 36, 40	25	62,5%
3.	Level of Difficulty (Very Easy and Very Difficult)	1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 29, 30, 31, 33, 34, 37, 38, 40	30	75%
4.	Effectiveness of Distractor (Less Good and Not Good)	1, 2, 4, 5, 10, 14, 18, 20, 22, 25, 26, 30, 34	13	32.5%

Source : Primary Data

Based on the table above, it concluded that the main cause of failure test item was level of difficulty. It means that level of difficulty in the test was too easy and too difficult. Difficult question could done only by few students, and the otherwise the easy question was done easily by most students. The second cause of failure test was discrimination index. It means that the question being tested could not distinguish between students who understand the material and students who did not understand the material. The third cause of failure test was validity. It

means that the test did not suitable and consistent direction validity with the total score. And the last cause of failure test was distractor. It means that the test did not have good distractor. The test item which had strike option did not make students interest to choose the option.

Percentage of test failure test causes above is showed in the bar chart below:

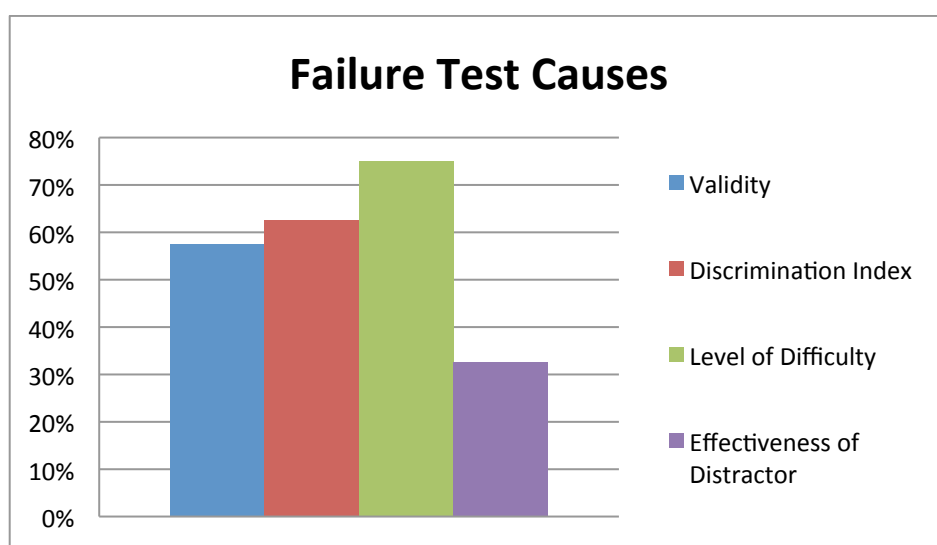


Figure 7. The Percentage rate of Failure Rate
Source : *Primary Data*

Based on the overall explanation above, it concluded that Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 had less good quality. Test item which had low quality must be discarded. Moderate test item should be revised by looking at the indicators of failure causes. Good test item could be saved in the question bank.

E. Research Limitations

In this research the limitation that arise are:

1. The final examination test was incomplete. Incomplete test means that the Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 had objective test and subjective test or essay test. But the teacher did not save the essay test well, so this research was just analyzed the objective test.
2. There was no guideline or reference in data analysis technique for content validity. Content validity of the test was analyzed by researcher's perception.
3. Anates Program did not accompanied complete interpretation for overall quality of the test and there was no theories that mention about the overall quality of the test. The interpretation that used in this research based on the previous research not from the expert.
4. There was no feedback of the test that had been revised, then the quality of the test that had been revised was not known yet.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis result of test item towards quality of the test showed that Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 there were 5 items (12,5%) had good quality, 7 items (17,5%) had moderate quality and 28 items (70%) had bad quality. Quality of the test item was obtained by analyzing several aspects of test item analysis which consists of validity, reliability, discrimination index, level of difficulty and effectiveness of distractor towards Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015. The conclusions of this research were:

1. Viewed in term of validity, 17 test items (42,5%) were valid and 23 test items were invalid (57,5%).
2. Viewed in term of reliability, the test had reliability value about 0,41. Which means that the test was not reliable or unreliable.
3. Viewed in term of discrimination index showed that test items which had poor discrimination index were 27 items (62,5%), test items which had moderate discrimination index were 4 items (10%), test items which had good discrimination index were 10 items (25%), and test items which had excellent discrimination index was 1 item (2,5%).

4. Viewed in term of level of difficulty showed that test item which had high level of difficulty were 12 items (30%), 10 items (25%) had medium level of difficulty, and 18 items (45%) had low level of difficulty.
5. Viewed in term of distractor of the test showed that 1 test item (2,5%) had very good distractor, 12 test items (30%) had good distractor, 14 test items (35%) had moderate distractor, 8 test items (20%) had less good distractor, and 5 test items (12,5%) had bad distractor.
6. The analysis based on the validity, reliability, discrimination index, level of difficulty, and were showed that 5 items (12,5%) had good quality, 7 items (17,5%) had moderate quality, and 28 items (70%) had bad quality. Based on the data above, it concluded that Final Examination of Economic Subject in Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015 had bad quality.

B. Implications

The implications that could be presented from the analysis result were as follows:

1. The analysis result showed that 17 test items (42,5%) were valid and 23 test items were invalid (57,5%). Valid test item could be maintained and saved in question bank. Invalid test item should be discarded and could not be reused for the next test. The test item was valid because the test item had good structure and included the material that represents the measurement target.

2. The analysis result showed that the test had reliability value about 0,41. Which means that the test was not reliable or unreliable. The result of reliability of the test must be revised. This research result not in accordance yet with the theoretical review which stated that one of the requirements of qualified test as evaluation instrument was the test must have high reliability.
3. The analysis result showed that test items which had poor discrimination index were 25 items (62,5%), test items which had moderate discrimination index were 4 items (10%), test items which had good discrimination index were 10 items (25%), and test items which had excellent discrimination index was 1 item (2,5%). This result research showed that the test was included in poor test. It means that the test could not distinguish between students who mastered the competencies and students who did not mastered the competencies because 25 test items (62,5%) or more than 50% from overall test items were included into poor test item, while the total of the test item which had moderate, good, and excellent discrimination index were 15 items (47,5%) or less than 50%. Discrimination index could be used to improve the quality of the test based on empirical data and analysis.
4. The analysis result showed that test item which had high level of difficulty were 12 items (30%), 10 items (25%) had medium level of difficulty, and 18 items (45%) had low level of difficulty. It concluded that the test item was not good test because the medium level of difficulty were just 10 items, while the 30 items were too difficult and too easy. Good test item which had medium level of difficulty was included into

good test item, so the test item could be saved in the question bank and could be reuse in the next test. The test item which had high level of difficulty could be revised to know the factors that makes the test item was difficult to answer, maintained to reuse in the next strict test which mean that few testee will not pass in the selection test, and discarded and did not reuse for the next test. While the test item which had low level of difficulty could be revised to know the factors that makes the test item was easy to answer by students, maintained and reuse in the next test that not strict or the test was just for formality, discarded and did not reuse for the next test.

5. The analysis result showed that 1 test item (2,5%) had very good distractor, 12 test items (30%) had good distractor, 14 test items (35%) had moderate distractor, 8 test items (20%) had less good distractors, and 5 test items (12,5%) had bad distractors. It means that the test was included in pretty good test items because it had 27 test items which have very good distractor, good distractor and moderate distractor. The test item that had good distractor could be reused in the next test. The test item that had less good distractor should be revised or changed with the other distractor.
6. The analysis result showed that test item which analyzed based on the validity, reliability, discrimination index, level of difficulty, and were showed that 5 items (12,5%) had good quality, 7 items (17,5%) had moderate quality and 28 items (70%) had bad quality. It meant that the test which

being test had less good quality. Test item which had low quality or had 2 or less from 4 criterias of good test item, namely validity, reliability, discrimination index, level of difficulty, and the effectiveness of distractor must be discarded. Moderate test item or had 3 of 4 criterias of good test item, namely validity, reliability, discrimination index, level of difficulty, and the effectiveness of distractor should be revised by looking at the indicators of failure causes. Good test item or had 4 criterias of good test item, namely validity, reliability, discrimination index, level of difficulty, and the effectiveness of distractor could be saved in the question bank.

C. Suggestions

Based on the analysis result of the quality of the test which consist of validity, reliability, discrimination index, level of difficulty, and the effectiveness of distractor toward Final Examination of Economic Subject on Grade XI IPS SMA Negeri 10 Yogyakarta academic year of 2014/2015, then the suggestions that could be given by researcher as follows:

1. The test items which had good quality (12,5%) must be kept confidential by saving in the question bank, did not use the test items in daily test.
2. The test items which had moderate quality (17,5) must be revised according to the indicators cause of failure.
3. The test items which had bad quality (70%) should not be reused.

4. The teacher should be conducted test item analysis because by analysis the test item could help teacher to know the quality of the test which made by teacher. So the test may include aspects in good test, namely validity, reliability, discrimination index, level of difficulty, and the effectiveness of distractor.
5. School should gives program to the treachers about test item analysis, so every teacher in school can analyzed the test which made by themselves.
6. Teachers should have a software or program to analyzed the test item in order to make it easier to analyze.

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A P P E N D I X

APPENDIX 1

Question Test And Answer Key



**PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN
SMA NEGERI 10 YOGYAKARTA**

**ULANGAN KENAIKAN KELAS
TAHUN PELAJARAN 2014 / 2015**

MATA PELAJARAN : EKONOMI
KELAS : XI IPS
HARI / TANGGAL : SABTU / 6 JUNI 2015
WAKTU : 07.30 – 09.30

PETUNJUK UMUM :

1. Berdoalah sebelum dan sesudah anda mengerjakan soal.
2. Periksa dan bacalah setiap soal dengan seksama sebelum anda menjawab.
3. Laporkan kepada pengawas ulangan jika terdapat soal yang kurang jelas, rusak.
4. Pilihlah salah satu jawaban yang paling benar A, B, C, D atau E dengan cara menghitamkan pada Lembar Jawab Komputer / LJK, dan untuk soal uraian dikerjakan secara lengkap pada Lembar Jawab Uraian / LJU.
5. Periksa seluruh pekerjaan anda sebelum diserahkan kepada pengawas.

SELAMAT MENGERJAKAN

SMA NEGERI 10 YOGYAKARTA
Alamat : Jl. Gadean No. 5 Ngupasan Yogyakarta
Telp. (0274) 562458

Pilihlah jawaban yang paling tepat!

1. Penghasilan yang diterima pemegang obligasi secara periodic dari perusahaan yang menerbitkan obligasi dikenal dengan istilah....
 - a. Kupon
 - b. Dividen
 - c. Capital gain
 - d. capital loss
 - e. expected return
2. Pak Agus seorang karyawan swasta yang berniat berinvestasi di bursa efek. Akan tetapi, ia tidak mampu menganalisis perkembangan efek setiap saat. Bentuk investasi yang cocok bagi Pak Agus adalah...
 - a. Saham
 - b. Reksa dana
 - c. Obligasi
 - d. derivatif
 - e. waran
3. Bapepam bertugas mengawasi bursa efek, Lembaga Kliring dan Penjaminan (LKP), serta Lembaga Penyimpanan dan Penyelesaian (LPP). Lembaga-lembaga tersebut termasuk dalam....
 - a. Biro administrasi efek
 - b. Perusahaan efek
 - c. Self regulatory organizations
 - d. pemeringkat efek
 - e. konsultan hukum
4. Bagian laba yang diperoleh investor atas kepemilikan saham suatu perusahaan disebut....
 - a. Laba ditahan
 - b. Dividen
 - c. pajak
 - d. bagi hasil
 - e. bunga
5. Keuntungan obligasi dibandingkan saham adalah...
 - a. Obligasi mudah diperjualbelikan di pasar modal
 - b. Bunga obligasi lebih besar daripada dividen saham
 - c. Hasil saham bergantung pada laba yang diperoleh perusahaan
 - d. Harga obligasi dapat ditentukan oleh investor
 - e. Pengembalian obligasi pada saat emiten mengalami pailit, penyelesaiannya lebih diprioritaskan
6. Salah satu analisis fundamental yang harus diperhatikan calon investor ketika ingin berinvestasi di pasar modal adalah....
 - a. Suku bunga bank yang berlaku pada saat ini
 - b. Tingkat fluktuasi harga efek pada saat ini
 - c. Laporan keuangan pada perusahaan yang menerbitkan saham
 - d. Jumlah perdagangan efek pada masa depan
 - e. Jumlah modal yang akan disetor pada perusahaan efek
7. Pernyataan berikut yang menunjukkan kelebihan pasar uang adalah....
 - a. Menjadi tempat untuk bersaing memperoleh keuntungan dengan melakukan spekulasi
 - b. Mempermudah perolehan dana investasi dalam jangka waktu yang pendek
 - c. Mempermudah perolehan dana bagi pihak yang mengalami kesulitan modal
 - d. Mampu menyediakan dana dalam jangka panjang bagi dunia usaha
 - e. Berpeluang memperoleh informasi mengenai tingkat profitabilitas yang disediakan pasar uang
8. Penjual dan pembeli melakukan transaksi perdagangan efek di pasar modal dalam rangka memperoleh modal jangka panjang. Mekanisme awal dari perdagangan efek di pasar modal adalah...
 - a. Pengusaha melakukan pemesanan ke perusahaan efek
 - b. Pengusaha melakukan konfirmasi harga ke perusahaan efek
 - c. Pembeli efek meneruskan order kepada petugas broker di lantai bursa
 - d. Calon pembeli membuka rekening di perusahaan efek

- e. Pembeli efek memasukkan order ke Jakarta Automatic Trading System (JATS)
9. Seorang calon investor dapat mengetahui kondisi perusahaan melalui prospectus. Dalam hal ini prospectus memuat...
- Perkiraan laba dan dividen yang akan dibayarkan kepada investor
 - Informasi mengenai kegiatan operasional perusahaan
 - Pergerakan dan perkembangan kinerja seluruh emiten
 - Proses tawar-menawar harga di bursa
 - Perkembangan tingkat suku bunga obligasi
10. Pada struktur pasar modal terdapat pihak yang dipercaya untuk mewakili kepentingan seluruh pemegang obligasi atau sekuritas utang. Pihak tersebut adalah...
- Perusahaan efek
 - Lembaga penunjang
 - Biro administrasi efek
 - pemeringkat efek
 - wali amanat
11. Pemilik modal ingin bersama-sama mengelola surat berharga (efek) di bawah manager investasi. Berkaitan dengan hal tersebut, instrument efek yang dapat dibeli oleh efek adalah....
- Waran
 - Reksa dana
 - Saham preferen
 - surat utang negara
 - kontrak berjangka indeks saham
12. Investasi dapat dikelompokkan dalam investasi riil dan investasi finansial. Investasi riil meliputi investasi berikut, kecuali investasi....
- Asset tetap
 - Peralatan produksi
 - Persediaan perusahaan
 - saham pada pasar modal
 - kendaraan bagi perusahaan
13. Perhatikan tabel harga valuta asing berikut ini!

Mata uang	Kurs Beli	Kurs Jual	Kurs Tengah
S	Rp 9.300,00	Rp 9.450,00	Rp 9.375,00
Yen	Rp 110,00	Rp 114,00	Rp 112,00

Pak Anton melakukan penjualan ikan tuna ke Jepang senilai Rp 1 miliar. Ia juga membeli barang elektronik dari Jepang senilai 5.000.000 yen. Sesuai kesepakatan, pembayaran dilakukan oleh pihak bank karena baik pembeli maupun penjual adalah nasabah bank yang bersangkutan. Berapa rupiahkah yang akan diterima atau dibayar Pak Anton?

- Rp 630.000.000,00
 - Rp 570.000.000,00
 - Rp 450.000.000,00
 - Rp 440.000.000,00
 - Rp 430.000.000,00
14. Suatu Negara menetapkan harga barang di pasar luar negeri lebih rendah daripada harga barang di pasar dalam negeri. Tujuannya adalah memperluas dan memperkuat pasar sehingga dapat berdaya saing secara global. Dalam hal ini kebijakan yang dimaksud adalah...
- Subsidi ekspor
 - Tariff
 - Kuota
 - dumping
 - larangan impor
15. Suatu Negara menetapkan kenaikan bea masuk atas komoditas ekspor luar negeri sebesar 75% dari bea masuk yang telah berlaku sebelumnya. Dalam perdagangan internasional, penerapan bea masuk termasuk kebijakan....
- Kuota
 - Proteksi
 - Subsidi
 - dumping
 - tarif

16. Spesialisasi dan efisiensi merupakan faktor yang paling memengaruhi kemajuan perdagangan internasional. Pernyataan tersebut berkaitan dengan teori...
- Keunggulan mutlak
 - Moneteris
 - Merkantilisme
 - keynesian
 - keunggulan komparatif
17. Neraca pembayaran memiliki peranan penting dalam membantu pemerintah pada saat mengambil kebijakan ekonomi luar negeri dengan cara...
- Memberikan informasi cadangan devisa Negara
 - Memberikan informasi posisi keuangan dalam transaksi antar Negara
 - Menjaga kestabilan ekonomi dalam negeri
 - Memberikan catatan jumlah transaksi ekspor dan impor barang
 - Memberikan informasi mengenai sisa utang luar negeri
18. Jika neraca pembayaran suatu Negara mengalami deficit, dampak yang terjadi terhadap perekonomian Negara adalah....
- Menurunkan tingkat kurs valas
 - Produk dalam negeri meningkat
 - Nilai mata uang dalam negeri turun
 - Nilai mata uang dalam negeri meningkat
 - Memperkuat penanaman modal asing (PMA)
19. Transaksi yang dicatat dalam komponen neraca modal pada neraca pembayaran internasional adalah...
- Pembelian barang dari luar negeri dan pembayaran pinjaman luar negeri
 - Pembayaran pinjaman luar negeri dan pembelian efek dari luar negeri
 - Pembelian efek dari luar negeri dan upah tenaga kerja asing
 - Pembelian efek dari luar negeri dan ekspor barang
 - Upah tenaga kerja asing dan ekspor barang
20. Diketahui ilustrasi neraca pembayaran di Negara Y pada tahun 2011 sebagai berikut.
- | | |
|---------------------|-----------------|
| Komoditas ekspor | Rp 4.400 miliar |
| Realisasi impor | Rp 3.730 miliar |
| Neraca perdagangan | Rp 800 miliar |
| Pinjaman otonom | Rp 600 miliar |
| Pinjaman akomodatif | Rp 500 miliar |
- Berdasarkan ilustrasi tersebut, neraca pembayaran Negara Y mengalamimiliar
- Surplus Rp 300
 - Deficit Rp 350
 - Surplus Rp 350
 - deficit Rp 370
 - surplus Rp 370
21. Indonesia dan Jepang melakukan kerja sama dalam perdagangan internasional. Indonesia mengekspor gas alam cair dan hasil bumi ke Jepang. Indonesia mengimpor kendaraan dari Jepang karena lebih murah dibandingkan memproduksi sendiri. Faktor yang melandasi perdagangan Indonesia dengan Jepang adalah...
- Perbedaan sumber daya manusia
 - Perbedaan selera konsumsi masyarakat
 - Penghematan biaya produksi/efisiensi
 - Perbedaan penggunaan bahan baku produksi
 - Kerjasama kawasan Negara tetangga
22. Kemudahan yang diberikan pemerintah Indonesia kepada pengusaha Jepang untuk mendirikan industri otomotif di dalam negeri merupakan kerja sama ekonomi antara dua Negara yang didasari oleh faktor....
- Selera masyarakat dan sumber daya di dua Negara berbeda
 - Iklim dan musim di dua Negara berbeda

- c. Keterbatasan teknologi dan kualitas sumber daya manusia Indonesia
 - d. Persaingan antarpengusaha dan antarbangsa
 - e. Situasi ekonomi dan keamanan di dua Negara stabil dan kondusif
23. Menurut aliran merkantilisme, sumber kemakmuran terletak pada banyaknya persediaan logam mulia (emas dan perak) serta tercapainya ekspor surplus atas nilai impor. Salah satu tindakan untuk mencapai sumber kemakmuran adalah...
- a. Meningkatkan produktivitas industri di bidang agraris
 - b. Menerapkan teknologi dan manajemen yang efisien untuk industri
 - c. Meningkatkan komoditas ekspor sehingga neraca perdagangan luar negeri surplus
 - d. Sumber-sumber produksi vital diserahkan kepada swasta
 - e. Mengeksplorasi sumber daya secara besar-besaran demi memperoleh keuntungan besar
24. Pada tahun 2008/2009 Indonesia mengalami surplus beras. Oleh karena itu, pemerintah melalui Perum Bulog melakukan ekspor beras ke luar negeri. Dampak positif ekspor beras tersebut terhadap perekonomian adalah....
- a. Pemerintah tidak kesulitan memasarkan hasil pertanian keluar negeri dengan menghasilkan devisa
 - b. Jumlah beras didalam negeri menjadi lebih sedikit dan harga beras tidak berubah
 - c. Meningkatkan gairah petani untuk lebih giat bekerja agar memperoleh hasil yang lebih banyak
 - d. Harga ekspor beras menjadi meningkat sehingga para pengusaha menjual beras ke luar
 - e. Para petani menjual beras ke Perum Bulog dengan harga yang lebih tinggi dari sebelumnya
25. Salah satu dampak positif perdagangan internasional adalah....
- a. Mengurangi sumber daya alam dalam negeri
 - b. Menurunkan omzet penjualan produsen dalam negeri
 - c. Menjadi pasar ekspor bagi Negara maju dan tidak ada timbal baliknya
 - d. Wujud penguasaan dan penjajahan ekonomi oleh Negara-negara maju
 - e. Memperluas pasar barang dan jasa sehingga dapat menambah keuntungan
26. Perhatikan pernyataan berikut ini!
- 1) Kekayaan alam yang dimiliki tiap Negara berbeda-beda
 - 2) Mampu meningkatkan kesejahteraan hidup masyarakat ✓
 - 3) Adanya perbedaan social budaya masyarakat
 - 4) Menambah pendapatan Negara dari kegiatan ekspor
 - 5) Menambah sarana komunikasi dan transportasi
- Dari pernyataan tersebut yang menunjukkan tujuan perdagangan internasional adalah...
- a. 1) dan 2)
 - b. 2) dan 4)
 - c. 2) dan 5)
 - d. 3) dan 5)
 - e. 4) dan 5)

27. Hasil kerja suatu Negara ditunjukkan pada tabel berikut ini!

Negara	Nama Barang		Dasar Tukar Dalam Negeri
	Kain	Beras	
Vietnam	20 m	40 m	1 m kain = 2 kg beras
Indonesia	60 m	48 m	1 m kain = 0,8 m beras

Berdasarkan tabel tersebut tiap-tiap Negara yang melakukan perdagangan internasional akan mendapatkan keuntungan....

- a. Indonesia 1,2 kg beras dan Vietnam 1,5 meter kain
- b. Indonesia 2,5 kg beras dan Vietnam 2,5 meter kain
- c. Indonesia 1,2 meter kain dan Vietnam 0,75 kg beras
- d. Indonesia 1,5 kg beras dan Vietnam 1,2 meter kain
- e. Indonesia dan Vietnam 1,2 meter kain

28. Volume ekspor Indonesia ke Negara-negara lain terutama bergantung pada....
- Pendapatan nasional Indonesia
 - Tingginya suku bunga di dalam negeri
 - Tingginya suku bunga di Negara lain
 - Pendapatan nasional di Negara lain
 - Tingkat investasi di Negara lain
29. Pembayaran internasional melalui wesel dilakukan dengan cara....
- Mengirimkan mata uang emas kepada kreditor
 - Menyerahkan surat bukti tagihan kepada kreditor
 - Mengirimkan mata uang internasional kepada kreditor
 - Mengirimkan uang tunai kepada kreditor melalui bank
 - Memberikan perintah kepada bank umum untuk membayar kepada kreditor
30. Pada kolom neraca saldo tercatat akun perlengkapan (debit) Rp 950.000,00. Selama periode berjalan, perlengkapan yang terpakai sebesar Rp 500.000,00. Besar perlengkapan dalam kolom neraca saldo disesuaikan adalah....
- Rp 50.000,00
 - Rp 450.000,00
 - Rp 500.000,00
 - Rp 950.000,00
 - Rp 1.450.000,00
31. Pada awal periode tercatat akun utang usaha Rp 2.350.000,00. Selama periode berjalan terjadi pembayaran utang usaha Rp 750.000,00. Akun utang usaha yang dicatat dalam neraca saldo sebesar....
- Rp 3.950.000,00
 - Rp 3.100.000,00
 - Rp 2.350.000,00
 - Rp 1.600.000,00
 - Rp 750.000,00
32. Saldo akun perlengkapan per 31 Desember 2011 sebesar Rp 8.500.000,00. Pada jurnal penyesuaian per 31 Desember 2011 terdapat akun beban perlengkapan (D) Rp 3.500.000,00 dan perlengkapan (K) Rp 3.500.000,00. Penyelesaian pada kertas kerja yang benar terdapat pada pilihan.....

	Nama Akun	Neraca Saldo		Penyesuaian		NSD		Laba/Rugi		Neraca	
		D	K	D	K	D	K	D	K	D	K
a	Perlengkapan	8.500	-	-	3.500	12.000	-	-	-	12.000	-
b	Perlengkapan	8.500	-	-	3.500	5.00	-	-	-	5.000	-
c	Perlengkapan	8.500	-	3.500	-	12.000	-	12.000	-	-	-
d	Perlengkapan	-	8.500	3.500	-	-	5.000	-	5.000	-	5.000
e	Perlengkapan	-	8.500	-	3.500	-	12.000	-	12.000	-	-

33. Pada neraca saldo salon Mutia tercatat saldo perlengkapan Rp 4.200.000,00. Selama periode berjalan, perlengkapan yang terpakai Rp 3.800.000,00. Jurnal penutup atas beban perlengkapan pada akhir periode adalah...
- Beban perlengkapan Rp 400.000,00
Ikhtisar laba/rugi Rp 400.000,00
 - Ikhtisar laba/rugi Rp 400.000,00
Beban perlengkapan Rp 400.000,00
 - Beban perlengkapan Rp 3.800.000,00
Perlengkapan Rp 3.800.000,00
 - Ikhtisar laba/rugi Rp 3.800.000,00
Beban Perlengkapan Rp 3.800.000,00
 - Beban perlengkapan Rp 8.000.000,00
Perlengkapan Rp 8.000.000,00

34. Neraca saldo biro jasa Matahari meliputi akun kas Rp 7.000.000,00, piutang usaha Rp 2.000.000,00 perlengkapan Rp 3.500.000,00 dan peralatan Rp 11.000.000,00. Setelah dilakukan perhitungan, akun perlengkapannya yang masih tersisa sebesar Rp 1.500.000,00. Penyelesaian kertas kerja yang benar adalah....

	Nama Akun	Neraca Saldo		Penyesuaian		NSD		Laba/Rugi		Neraca	
		D	K	D	K	D	K	D	K	D	K
a	Kas	7.000	-	7.000	-	7.000	-	-	-	7.000	-
b	Piutang Usaha	2.000	-	-	-	2.000	-	2.000	-	-	-
c	Peralatan	11.000	-	-	-	11.000	-	11.000	-	-	-
d	Perlengkapan	3.500	-	-	2.000	-	1.500	-	-	1.500	-
e	Beban peralatan	-	-	2.000	-	-	2.000	-	-	-	2.000

35. Penyelesaian kertas kerja sebagian dari bengkel Supri yang benar adalah....

	Nama Akun	Neraca Saldo		Penyesuaian		NSD		Laba/Rugi		Neraca	
		D	K	D	K	D	K	D	K	D	K
a	Perlengkapan	3.500	-	-	2.700	6.200	-	-	-	6.200	-
b	Perlengkapan	3.500	-	2.700	-	-	6.200	6.200	-	-	-
c	Perlengkapan	3.500	-	-	2.700	800	-	-	-	800	-
d	Perlengkapan	-	3.500	2.700	-	-	800	-	800	-	800
e	Perlengkapan	-	3.500	-	2.700	-	6.200	-	6.200	-	-

36. Neraca saldo belum sepenuhnya memenuhi syarat untuk penyusunan laporan keuangan. Hal ini disebabkan...
- Akun-akun masih perlu disesuaikan pada akhir periode
 - Akun yang dicatat perlu dimasukkan dalam kolom laba/rugi dan neraca
 - Transaksi yang terjadi belum sesuai dengan aturan yang ada dalam laporan keuangan
 - Belum mencantumkan akun pendapatan
 - Akun-akun bersifat sementara
37. Proses penutupan akun pendapatan pada akhir periode dilakukan dengan cara mendebit akun pendapatan dan mengkredit akun...
- Kas
 - Utang usaha
 - Ikhtisar laba/rugi
 - piutang usaha
 - penyusutan kendaraan
38. Suatu proses akuntansi dapat membantu penyusunan laporan keuangan dan berguna merangkum neraca saldo yang telah dibuat sebelumnya dengan ayat jurnal penyesuaian. Proses yang dimaksud adalah penyusunan....
- Laporan neraca
 - Ayat penyesuaian
 - Laporan laba/rugi
 - kertas kerja
 - neraca saldo
39. Penyusunan kertas kerja berguna untuk menghindari kesalahan data pada penyusunan neraca saldo dan jurnal penyesuaian. Oleh karena itu, penyusunan kertas kerja dilakukan pada saat....
- Awal periode akuntansi
 - Berlangsungnya pencatatan transaksi
 - Akun diposting ke buku besar
 - Penyusunan buku besar pembantu
 - Akhir periode
40. Akun yang dimasukkan ke kolom laba/rugi pada kertas kerja yaitu,....
- Kas, piutang usaha, dan prive
 - Pendapatan bunga dan beban perlengkapan
 - Beban gaji, peralatan kantor, dan kendaraan
 - Hak paten, utang hipotek, dan utang bank
 - Sewa yang masih harus diterima dan bunga yang masih harus dibayar.

KUNCI JAWABAN ULANGAN KENAIKAN KELAS

MATA PELAJARAN : EKONOMI
KELAS : XI IPS
HARI/TANGGAL : SABTU/ 6 JUNI 2015
WAKTU : 07:30 – 09.30

PILIHAN GANDA

1. A	11. C	21. A	31. B
2. B	12. E	22. C	32. B
3. C	13. B	23. A	33. A
4. B	14. D	24. E	34. D
5. E	15. E	25. C	35. C
6. C	16. A	26. B	36. A
7. E	17. B	27. C	37. C
8. E	18. C	28. A	38. D
9. B	19. A	29. E	39. E
10. E	20. E	30. B	40. B

APPENDIX 2

Data Score

Lampiran 2 – Skor Data

SKOR DATA

=====

Rata2= 21,60

Standar Deviasi= 3,59

Nama berkas: C:\USERS\DYLA\S NEW\SKRIPSI\ BISMILLAAH\DATA ASLI\ANA.ANA

Nomor Urut	Nomor Subyek	No. Butir Baru ----> No. Butir Asli ----> Nama Subyek Kunci ->	Skor	1	2	3	4	5	6	7	8
				A	B	C	B	E	C	E	E
1	1	Bentang Rakai Tanggen	17	1	-	-	1	-	-	1	-
2	2	Ida Bagus Gede Darmap...	14	-	1	-	-	-	-	1	-
3	3	Maha Pametri Pranagari	18	1	1	1	1	-	1	-	-
4	4	Theofani Yusliyanti	19	1	-	-	1	1	-	-	1
5	5	Vinda Nuari Saptiany	28	1	1	1	1	1	1	-	-
6	6	Aninda Ulfa	21	1	1	1	1	1	-	-	-
7	7	Ida Nur Apriani	26	1	1	1	1	1	-	-	-
8	8	Mimbar Danu Wijaya	19	1	1	1	-	1	1	-	-
9	9	Ervina Krismawati	26	1	1	1	1	1	1	-	-
10	10	Rafi Fadhillah Hamzah	27	1	1	1	1	1	1	-	-
11	11	Andini Irmawati	26	1	1	1	1	1	1	-	-
12	12	Anita Rachmawati Taruna	23	1	1	1	1	-	-	-	-
13	13	Argya Bayuaji	19	-	1	-	1	1	-	-	-
14	14	Dwiki Bagas Pambudi	20	1	1	1	1	1	1	-	-
15	15	Eva Lailan Rahmania S...	23	1	1	1	1	1	1	-	-
16	16	Larasati Azizah	28	1	1	1	1	1	1	-	-
17	17	Anisa Warih Kencanawati	25	1	1	1	1	1	-	-	-
18	18	Muhammad Irsyad Abrar	27	1	1	1	1	1	1	-	-
19	19	Muhammad Ronny Pratama	22	1	1	1	1	1	-	-	-
20	20	Sri Bintang Amana	24	1	1	1	1	1	-	-	-
21	21	Bastian Dhira Octavianto	23	1	1	1	1	1	-	-	-
22	22	Azka Yuniko Pradana	23	1	1	-	1	1	-	-	-
23	23	Ihsan Sulthoni Maulana	23	1	1	1	1	1	1	-	-
24	24	Maulida Rahmawati	17	1	1	1	1	1	1	-	-
25	25	Muhammad Furqon Abrori	26	1	1	1	1	1	1	-	-
26	26	Muhammad Arkanul Fath	24	1	1	1	1	1	1	-	-
27	27	Rohai Widati	22	1	1	1	1	1	1	-	-
28	28	Salsabila Ayu Cesarini	24	1	1	-	1	1	1	-	-
29	29	Sonia Anggraini	15	1	1	-	1	1	-	-	-
30	30	Dewi Wulandari Cahyan...	19	1	1	1	1	1	1	-	-
31	31	Felicia Yura Maharani...	21	1	1	-	1	1	1	-	-
32	32	Laurensius Adhi Permana	21	1	1	1	1	1	1	-	-
33	33	Rio Wahyu Nugraha	16	1	1	1	1	1	-	-	-
34	34	Diana Octaviani	17	1	1	-	1	1	1	-	-
35	35	Rifqi Kurniarsa	17	1	1	1	1	1	1	-	-
36	36	Alnindya Nugrahani	19	1	1	-	1	1	1	-	-
37	37	Arifka Ari Priana	22	1	1	1	1	1	1	-	-
38	38	Farhan Irfansyah Putra	22	1	1	1	1	1	-	1	-
39	39	Hendi Irawan	22	1	1	1	1	1	1	1	-
40	40	Irfan Hidayatullah	21	1	1	1	1	1	1	-	-
41	41	Nisrina Tullati Hasnah	24	1	-	1	1	1	-	1	-
42	42	Rangga Aulia Rahman	20	1	1	1	1	1	-	-	-
43	43	Roiyan Dwi Setiawan	20	1	1	1	-	1	1	-	1

Nomor Urut	Nomor Subyek	No. Butir Baru ----> No. Butir Asli ----> Nama Subyek Kunci ->	Skor	9	10	11	12	13	14	15	16
				9	10	11	12	13	14	15	16
				B	E	C	E	B	D	E	A
1	1	Bentang Rakai Tanggen	17	1	-	-	-	1	-	-	1
2	2	Ida Bagus Gede Darmap...	14	-	1	-	1	-	1	-	-
3	3	Maha Pametri Pranagari	18	-	1	-	-	-	1	1	-
4	4	Theofani Yusliyanti	19	-	-	-	1	-	1	-	-
5	5	Vinda Nuari Saptiany	28	-	1	-	-	-	1	1	1
6	6	Aninda Ulfa	21	-	1	-	-	1	1	1	-
7	7	Ida Nur Apriani	26	1	1	-	-	-	1	1	1
8	8	Mimbar Danu Wijaya	19	-	-	-	-	-	1	1	-
9	9	Ervina Krismawati	26	-	1	-	-	-	1	1	-
10	10	Rafi Fadhillah Hamzah	27	-	1	-	-	-	1	1	1
11	11	Andini Irmawati	26	-	1	-	-	-	1	1	1
12	12	Anita Rachmawati Taruna	23	1	1	-	-	-	1	1	1
13	13	Argya Bayuaji	19	1	1	1	-	-	1	-	-
14	14	Dwiki Bagas Pambudi	20	1	1	-	-	-	1	1	1
15	15	Eva Lailan Rahmania S...	23	-	1	-	-	-	-	-	1

16	16	Larasati Azizah	28	1	1	1	-	-	1	1	-
17	17	Anisa Warih Kencanawati	25	1	1	-	-	-	1	1	1
18	18	Muhammad Irsyad Abrar	27	-	1	-	-	-	1	1	1
19	19	Muhammad Ronny Pratama	22	1	1	-	-	-	-	1	1
20	20	Sri Bintang Amana	24	1	1	-	-	-	1	1	1
21	21	Bastian Dhira Octavianto	23	1	-	-	-	-	1	1	1
22	22	Azka Yuniko Pradana	23	1	1	-	-	-	1	1	1
23	23	Ihsan Sulthoni Maulana	23	-	1	-	-	-	1	-	1
24	24	Maulida Rahmawati	17	-	1	-	-	-	-	-	1
25	25	Muhammad Furqon Abrori	26	-	1	1	-	-	1	1	1
26	26	Muhammad Arkanul Fath	24	-	1	1	-	-	1	-	1
27	27	Rohai Widati	22	-	1	-	-	-	1	1	1
28	28	Salsabila Ayu Cesarini	24	-	1	-	-	-	1	-	1
29	29	Sonia Anggraini	15	-	1	-	-	-	1	-	1
30	30	Dewi Wulandari Cahyan...	19	-	1	-	-	-	1	1	1
31	31	Felicia Yura Maharani...	21	-	1	-	-	1	1	-	1
32	32	Laurensius Adhi Permana	21	-	-	-	-	-	1	-	1
33	33	Rio Wahyu Nugraha	16	-	1	-	-	-	1	1	-
34	34	Diana Octaviani	17	-	1	-	-	-	1	-	1
35	35	Rifqi Kurniarsa	17	1	1	-	-	-	1	1	1
36	36	Alnindya Nugrahani	19	-	1	-	-	-	1	1	1
37	37	Arifka Ari Priana	22	-	1	-	-	-	1	1	1
38	38	Farhan Irfansyah Putra	22	-	1	-	-	-	1	1	-
39	39	Hendi Irawan	22	1	1	-	-	-	1	1	1
40	40	Irfan Hidayatullah	21	-	1	-	-	-	1	1	1
41	41	Nisrina Tullati Hasnah	24	1	1	1	1	-	1	1	1
42	42	Rangga Aulia Rahman	20	-	1	-	-	-	1	1	1
43	43	Roiyan Dwi Setiawan	20	-	1	-	-	-	1	-	1

Nomor Urut	Nomor Subyek	No. Butir Baru ----> No. Butir Asli ----> Nama Subyek Kunci ->	Skor	17 17	18 18	19 19	20 20	21 21	22 22	23 23	24 24
				B	C	A	E	A	C	A	E
1	1	Bentang Rakai Tanggen	17	-	1	1	1	-	1	-	1
2	2	Ida Bagus Gede Darmap...	14	-	1	-	-	1	1	-	1
3	3	Maha Pametri Pranagari	18	-	1	-	1	-	-	-	-
4	4	Theofani Yusliyanti	19	-	1	-	1	-	1	-	1
5	5	Vinda Nuari Saptiany	28	1	1	-	1	-	1	-	1
6	6	Aninda Ulfa	21	-	-	-	-	-	1	1	-
7	7	Ida Nur Apriani	26	-	1	-	1	-	1	-	1
8	8	Mimbar Danu Wijaya	19	1	1	-	1	1	-	1	-
9	9	Ervina Krismawati	26	1	1	1	1	-	-	-	1
10	10	Rafi Fadhillah Hamzah	27	1	1	-	1	-	1	-	1
11	11	Andini Irmawati	26	1	1	-	1	-	1	-	1
12	12	Anita Rachmawati Taruna	23	1	-	-	1	-	-	-	1
13	13	Argya Bayuaji	19	-	1	-	-	-	1	-	-
14	14	Dwiki Bagas Pambudi	20	1	1	-	1	-	1	-	1
15	15	Eva Lailan Rahman S...	23	-	1	-	1	-	1	-	1
16	16	Larasati Azizah	28	-	1	-	1	-	1	-	1
17	17	Anisa Warih Kencanawati	25	-	1	-	1	-	1	-	1
18	18	Muhammad Irsyad Abrar	27	1	1	-	1	-	1	-	1
19	19	Muhammad Ronny Pratama	22	-	1	-	1	-	1	-	-
20	20	Sri Bintang Amana	24	1	1	-	1	-	-	-	1
21	21	Bastian Dhira Octavianto	23	1	1	-	1	-	1	-	1
22	22	Azka Yuniko Pradana	23	-	1	-	1	1	1	-	-
23	23	Ihsan Sulthoni Maulana	23	-	1	-	1	-	1	-	1
24	24	Maulida Rahmawati	17	-	1	-	1	-	-	-	-
25	25	Muhammad Furqon Abrori	26	-	1	-	1	-	1	-	-
26	26	Muhammad Arkanul Fath	24	-	1	-	1	-	1	-	-
27	27	Rohai Widati	22	-	1	-	1	-	1	-	-
28	28	Salsabila Ayu Cesarini	24	-	1	-	1	-	1	-	-
29	29	Sonia Anggraini	15	-	-	-	1	-	1	-	-
30	30	Dewi Wulandari Cahyan...	19	-	1	-	1	-	1	-	-
31	31	Felicia Yura Maharani...	21	-	1	-	1	-	1	-	-
32	32	Laurensius Adhi Permana	21	-	1	-	1	-	1	-	-
33	33	Rio Wahyu Nugraha	16	-	1	-	1	-	1	-	-
34	34	Diana Octaviani	17	-	1	-	1	-	1	-	-
35	35	Rifqi Kurniarsa	17	-	-	-	1	-	1	-	-
36	36	Alnindya Nugrahani	19	1	1	-	1	-	-	-	-
37	37	Arifka Ari Priana	22	-	1	-	1	-	1	-	1
38	38	Farhan Irfansyah Putra	22	-	-	1	1	-	1	-	1
39	39	Hendi Irawan	22	-	-	-	1	-	-	-	1
40	40	Irfan Hidayatullah	21	-	1	1	1	-	-	-	-
41	41	Nisrina Tullati Hasnah	24	-	1	1	1	-	1	-	1
42	42	Rangga Aulia Rahman	20	-	-	-	1	1	1	-	1
43	43	Roiyan Dwi Setiawan	20	-	1	-	1	-	-	-	-

Nomor Urut	Nomor Subyek	No. Butir Baru ----> No. Butir Asli ----> Nama Subyek Kunci ->	Skor	25 25	26 26	27 27	28 28	29 29	30 30	31 31	32 32
				C	B	C	A	E	B	B	B
1	1	Bentang Rakai Tanggen	17	-	1	1	-	-	1	-	-
2	2	Ida Bagus Gede Darmap...	14	-	-	-	-	-	1	-	1
3	3	Maha Pametri Pranagari	18	-	1	-	-	-	1	-	1
4	4	Theofani Yusliyanti	19	-	1	1	-	-	1	-	1
5	5	Vinda Nuari Saptiany	28	-	1	1	1	-	1	1	1
6	6	Aninda Ulfa	21	-	1	1	1	-	1	1	-
7	7	Ida Nur Apriani	26	-	1	1	1	-	1	-	1
8	8	Mimbar Danu Wijaya	19	-	1	-	-	1	1	1	-
9	9	Ervina Krismawati	26	-	1	1	1	-	1	1	1
10	10	Rafi Fadhilah Hamzah	27	-	1	1	1	-	1	-	1
11	11	Andini Irmawati	26	-	1	1	1	-	1	-	-
12	12	Anita Rachmawati Taruna	23	-	1	1	1	-	1	-	-
13	13	Argya Bayuaji	19	-	1	1	1	-	1	-	-
14	14	Dwiki Bagas Pambudi	20	-	-	1	1	-	-	-	-
15	15	Eva Lailan Rahmania S...	23	-	1	1	1	-	1	-	1
16	16	Larasati Azizah	28	-	1	1	1	-	1	1	1
17	17	Anisa Warih Kencanawati	25	-	1	1	1	-	1	-	1
18	18	Muhammad Irsyad Abrar	27	-	1	1	1	-	1	-	1
19	19	Muhammad Ronny Pratama	22	-	1	1	1	-	1	-	1
20	20	Sri Bintang Amana	24	-	-	1	1	-	1	1	1
21	21	Bastian Dhira Octavianto	23	-	-	1	1	-	1	-	1
22	22	Azka Yuniko Pradana	23	-	-	1	1	-	1	-	-
23	23	Ihsan Sulthoni Maulana	23	-	1	1	1	-	1	-	1
24	24	Maulida Rahmawati	17	-	-	-	-	-	1	-	-
25	25	Muhammad Furqon Abrori	26	-	1	-	1	-	1	-	1
26	26	Muhammad Arkanul Fath	24	-	1	-	1	-	1	-	1
27	27	Rohai Widati	22	-	-	-	-	1	1	1	1
28	28	Salsabila Ayu Cesarini	24	-	-	1	1	1	1	1	1
29	29	Sonia Anggraini	15	-	1	1	-	-	-	-	-
30	30	Dewi Wulandari Cahyan...	19	-	1	-	-	-	1	-	-
31	31	Felicia Yura Maharani...	21	-	-	-	-	1	1	-	1
32	32	Laurensius Adhi Permana	21	-	1	-	-	-	1	-	1
33	33	Rio Wahyu Nugraha	16	-	1	-	-	-	-	-	1
34	34	Diana Octaviani	17	-	1	-	-	-	1	-	-
35	35	Rifqi Kurniarsa	17	-	1	-	-	-	1	-	-
36	36	Alindya Nugrahani	19	-	1	-	-	-	1	-	-
37	37	Arifka Ari Priana	22	-	-	-	-	1	-	-	1
38	38	Farhan Irfansyah Putra	22	-	1	-	-	-	1	-	1
39	39	Hendi Irawan	22	-	1	1	-	-	1	-	-
40	40	Irfan Hidayatullah	21	-	1	-	-	-	1	-	-
41	41	Nisrina Tullati Hasnah	24	-	1	-	1	-	1	-	-
42	42	Rangga Aulia Rahman	20	-	-	-	1	-	1	-	-
43	43	Roiyan Dwi Setiawan	20	-	1	-	-	1	-	-	1

Nomor Urut	Nomor Subyek	No. Butir Baru ----> No. Butir Asli ----> Nama Subyek Kunci ->	Skor	33 33	34 34	35 35	36 36	37 37	38 38	39 39	40 40
				A	D	C	A	C	D	E	B
1	1	Bentang Rakai Tanggen	17	-	1	1	-	-	-	1	-
2	2	Ida Bagus Gede Darmap...	14	-	-	-	1	-	-	1	1
3	3	Maha Pametri Pranagari	18	-	1	1	1	1	1	-	-
4	4	Theofani Yusliyanti	19	1	1	1	-	1	-	-	1
5	5	Vinda Nuari Saptiany	28	-	1	1	1	1	1	1	1
6	6	Aninda Ulfa	21	-	-	-	1	1	1	1	1
7	7	Ida Nur Apriani	26	-	1	1	1	1	1	1	1
8	8	Mimbar Danu Wijaya	19	1	1	-	-	1	-	-	-
9	9	Ervina Krismawati	26	-	1	1	1	-	1	1	1
10	10	Rafi Fadhilah Hamzah	27	-	1	1	1	1	1	1	-
11	11	Andini Irmawati	26	-	1	1	1	1	1	1	1
12	12	Anita Rachmawati Taruna	23	-	1	1	1	1	1	1	1
13	13	Argya Bayuaji	19	1	1	-	1	-	1	1	1
14	14	Dwiki Bagas Pambudi	20	-	1	-	-	-	1	-	-
15	15	Eva Lailan Rahmania S...	23	-	1	1	1	1	-	1	1
16	16	Larasati Azizah	28	-	1	1	1	1	1	1	1
17	17	Anisa Warih Kencanawati	25	-	1	1	-	1	1	1	1
18	18	Muhammad Irsyad Abrar	27	-	1	1	1	1	1	1	1
19	19	Muhammad Ronny Pratama	22	-	1	1	1	1	1	-	-
20	20	Sri Bintang Amana	24	-	1	1	-	1	1	1	-
21	21	Bastian Dhira Octavianto	23	-	1	1	-	1	1	1	-
22	22	Azka Yuniko Pradana	23	-	1	1	1	1	1	1	1
23	23	Ihsan Sulthoni Maulana	23	1	1	1	-	-	1	-	1

24	24	Maulida Rahmawati	17	1	1	-	1	1	1	-	1
25	25	Muhammad Furqon Abrori	26	1	1	1	1	1	1	1	1
26	26	Muhammad Arkanul Fath	24	1	1	1	1	1	-	1	1
27	27	Rohai Widati	22	-	1	1	-	1	1	1	-
28	28	Salsabila Ayu Cesarini	24	-	1	1	1	1	1	1	1
29	29	Sonia Anggraini	15	-	1	1	1	1	-	-	-
30	30	Dewi Wulandari Cahyan...	19	-	-	1	-	-	1	1	1
31	31	Felicia Yura Maharani...	21	1	1	1	-	1	1	-	1
32	32	Laurensius Adhi Permana	21	1	1	1	1	1	-	1	1
33	33	Rio Wahyu Nugraha	16	-	-	-	1	1	-	1	-
34	34	Diana Octaviani	17	1	1	-	1	-	-	-	1
35	35	Rifqi Kurniarsa	17	-	-	-	-	-	1	-	1
36	36	Alnindya Nugrahani	19	-	1	1	1	-	1	-	1
37	37	Arifka Ari Priana	22	-	1	1	-	1	1	1	1
38	38	Farhan Irfansyah Putra	22	1	1	1	1	-	-	1	1
39	39	Hendi Irawan	22	-	1	-	-	1	1	1	1
40	40	Irfan Hidayatullah	21	1	1	-	1	1	1	-	1
41	41	Nisrina Tullati Hasnah	24	1	-	1	-	-	1	1	-
42	42	Rangga Aulia Rahman	20	-	1	-	1	1	1	-	1
43	43	Roiyan Dwi Setiawan	20	-	1	-	-	1	1	1	1

SKOR DATA DIBOBOT

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Jumlah Subyek = 43

Butir soal = 40

Bobot utk jwban benar = 1

Bobot utk jwban salah = 0

Nama berkas: C:\USERS\DYLA'S NEW\SKRIPSI! BISMILLAAH\DATA ASLI\ANA.ANA

No Urt	No Subyek	Kode>Nama	Benar	Salah	Kosong	Skr Asli	Skr Bobot
1	1	Bentan...	17	23	0	17	17
2	2	Ida Ba...	14	26	0	14	14
3	3	Maha P...	18	22	0	18	18
4	4	Theofa...	19	21	0	19	19
5	5	Vinda ...	28	12	0	28	28
6	6	Aninda...	21	19	0	21	21
7	7	Ida Nu...	26	14	0	26	26
8	8	Mimbar...	19	21	0	19	19
9	9	Ervina...	26	14	0	26	26
10	10	Rafi F...	27	13	0	27	27
11	11	Andini...	26	14	0	26	26
12	12	Anita ...	23	17	0	23	23
13	13	Argya ...	19	21	0	19	19
14	14	Dwiki ...	20	20	0	20	20
15	15	Eva La...	23	17	0	23	23
16	16	Larasa...	28	12	0	28	28
17	17	Anisa ...	25	15	0	25	25
18	18	Muhamm...	27	13	0	27	27
19	19	Muhamm...	22	18	0	22	22
20	20	Sri Bi...	24	16	0	24	24
21	21	Bastia...	23	17	0	23	23
22	22	Azka Y...	23	17	0	23	23
23	23	Ihsan ...	23	17	0	23	23
24	24	Maulid...	17	23	0	17	17
25	25	Muhamm...	26	14	0	26	26
26	26	Muhamm...	24	16	0	24	24
27	27	Rohai ...	22	18	0	22	22
28	28	Salsab...	24	16	0	24	24
29	29	Sonia ...	15	25	0	15	15
30	30	Dewi W...	19	21	0	19	19
31	31	Felici...	21	19	0	21	21
32	32	Lauren...	21	19	0	21	21
33	33	Rio Wa...	16	24	0	16	16
34	34	Diana ...	17	23	0	17	17
35	35	Rifqi ...	17	23	0	17	17
36	36	Alnind...	19	21	0	19	19
37	37	Arifka...	22	18	0	22	22
38	38	Farhan...	22	18	0	22	22
39	39	Hendi ...	22	18	0	22	22
40	40	Irfan ...	21	19	0	21	21
41	41	Nisrin...	24	16	0	24	24
42	42	Rangga...	20	20	0	20	20
43	43	Roiyan...	19	21	0	19	19

APPENDIX 3

Students' Answer Distribution

DATA MENTAH

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Jumlah Subyek= 43

Jumlah Butir Soal= 40

Jumlah Pilihan Jawaban= 5

Nama berkas: C:\USERS\DYLA'S NEW\SKRIPSI\ BISMILLAAH\DATA ASLI\ANA.ANA

Nomor Urut	Nomor Subyek	No. Butir Baru ---->	1	2	3	4	5	6	7	8	9
		No. Butir Asli --->	1	2	3	4	5	6	7	8	9
		Nama Subyek Kunci ->	A	B	C	B	E	C	E	E	B
1	1	Bentang Rakai Tanggen	a	c	a	b	c	b	e	d	b
2	2	Ida Bagus Gede Darmap...	c	b	a	a	c	b	e	d	e
3	3	Maha Pametri Pranagari	a	b	c	b	c	c	b	d	a
4	4	Theofani Yusliyanti	a	d	a	b	e	a	c	e	c
5	5	Vinda Nuari Saptiany	a	b	c	b	e	c	b	d	a
6	6	Aninda Ulfa	a	b	c	b	e	b	b	d	a
7	7	Ida Nur Apriani	a	b	c	b	e	b	a	d	b
8	8	Mimbar Danu Wijaya	a	b	c	c	e	c	c	b	c
9	9	Ervina Krismawati	a	b	c	b	e	c	b	d	e
10	10	Rafi Fadhillah Hamzah	a	b	c	b	e	c	b	d	a
11	11	Andini Irmawati	a	b	c	b	e	c	b	d	a
12	12	Anita Rachmawati Taruna	a	b	c	b	b	b	d	b	b
13	13	Argya Bayuaji	c	b	a	b	e	b	c	a	b
14	14	Dwiki Bagas Pambudi	a	b	c	b	e	c	a	c	b
15	15	Eva Lailan Rahmania S...	a	b	c	b	e	c	c	d	a
16	16	Larasati Azizah	a	b	c	b	e	c	b	d	b
17	17	Anisa Warih Kencanawati	a	b	c	b	e	b	a	b	b
18	18	Muhammad Irsyad Abrar	a	b	c	b	e	c	b	d	a
19	19	Muhammad Ronny Pratama	a	b	c	b	e	b	d	b	b
20	20	Sri Bintang Amana	a	b	c	b	e	b	b	d	b
21	21	Bastian Dhira Octavianto	a	b	c	b	e	b	b	d	b
22	22	Azka Yuniko Pradana	a	b	e	b	e	b	a	b	b
23	23	Ihsan Sulthoni Maulana	a	b	c	b	e	c	c	d	a
24	24	Maulida Rahmawati	a	b	c	b	e	c	b	d	a
25	25	Muhammad Furqon Abrori	a	b	c	b	e	c	b	d	a
26	26	Muhammad Arkanul Fath	a	b	c	b	e	c	b	d	a
27	27	Rohai Widati	a	b	c	b	e	c	b	d	a
28	28	Salsabila Ayu Cesarini	a	b	b	b	e	c	c	d	a
29	29	Sonia Anggraini	a	b	b	b	e	e	d	d	a
30	30	Dewi Wulandari Cahyan...	a	b	c	b	e	c	b	d	c
31	31	Felicia Yura Maharani...	a	b	b	b	e	c	b	d	a
32	32	Laurensius Adhi Permana	a	b	c	b	e	c	a	d	a
33	33	Rio Wahyu Nugraha	a	b	c	b	e	b	c	c	a
34	34	Diana Octaviani	a	b	b	b	e	c	b	d	a
35	35	Rifqi Kurniarsa	a	b	c	b	e	c	c	c	b
36	36	Alnindya Nugrahani	a	b	b	b	e	c	b	d	e
37	37	Arifka Ari Priana	a	b	c	b	e	c	b	d	a
38	38	Farhan Irfansyah Putra	a	b	c	b	e	e	e	d	a
39	39	Hendi Irawan	a	b	c	b	e	c	e	d	b
40	40	Irfan Hidayatullah	a	b	c	b	e	c	b	d	a
41	41	Nisrina Tullati Hasnah	a	c	c	b	e	e	e	d	b
42	42	Rangga Aulia Rahman	a	b	c	b	e	b	b	d	a
43	43	Roiyan Dwi Setiawan	a	b	c	c	e	c	b	e	a

Nomor Urut	Nomor Subyek	No. Butir Baru ---->	10	11	12	13	14	15	16	17	18
		No. Butir Asli --->	10	11	12	13	14	15	16	17	18
		Nama Subyek Kunci ->	E	C	E	B	D	E	A	B	C
1	1	Bentang Rakai Tanggen	a	e	d	b	a	c	a	c	c
2	2	Ida Bagus Gede Darmap...	e	a	e	d	d	c	e	c	c
3	3	Maha Pametri Pranagari	e	b	d	d	d	e	b	e	c
4	4	Theofani Yusliyanti	c	b	e	c	d	a	e	a	c
5	5	Vinda Nuari Saptiany	e	b	d	c	d	e	a	b	c

6	6	Aninda Ulfa	e	b	d	b	d	e	c	c	a
7	7	Ida Nur Apriani	e	a	d	c	d	e	a	a	c
8	8	Mimbar Danu Wijaya	c	b	d	c	d	e	b	b	c
9	9	Ervina Krismawati	e	a	d	c	d	e	c	b	c
10	10	Rafi Fadhillah Hamzah	e	b	a	c	d	e	a	b	c
11	11	Andini Irmawati	e	b	d	c	d	e	a	b	c
12	12	Anita Rachmawati Taruna	e	b	d	c	d	e	a	b	b
13	13	Argya Bayuaji	e	c	d	c	d	b	b	c	c
14	14	Dwiki Bagas Pambudi	e	b	a	e	d	e	a	b	c
15	15	Eva Lailan Rahmania S...	e	b	d	c	b	d	a	e	c
16	16	Larasati Azizah	e	c	d	c	d	e	d	d	c
17	17	Anisa Warih Kencanawati	e	b	a	c	d	e	a	a	c
18	18	Muhammad Irsyad Abrar	e	b	d	c	d	e	a	b	c
19	19	Muhammad Ronny Pratama	e	b	d	c	a	e	a	c	c
20	20	Sri Bintang Amana	e	a	a	c	d	e	a	b	c
21	21	Bastian Dhira Octavianto	c	a	a	c	d	e	a	b	c
22	22	Azka Yuniko Pradana	e	b	d	c	d	e	a	a	c
23	23	Ihsan Sulthoni Maulana	e	b	b	e	d	a	a	d	c
24	24	Maulida Rahmawati	e	b	d	c	c	d	a	e	c
25	25	Muhammad Furqon Abrori	e	c	d	c	d	e	a	d	c
26	26	Muhammad Arkanul Fath	e	c	d	c	d	b	a	d	c
27	27	Rohai Widati	e	b	d	c	d	e	a	a	c
28	28	Salsabila Ayu Cesarini	e	b	b	c	d	c	a	a	c
29	29	Sonia Anggraini	e	b	b	c	d	c	a	d	e
30	30	Dewi Wulandari Cahyan...	e	b	d	c	d	e	a	d	c
31	31	Felicia Yura Maharani...	e	b	b	b	d	c	a	a	c
32	32	Laurensius Adhi Permana	c	b	b	c	d	b	a	d	c
33	33	Rio Wahyu Nugraha	e	a	d	c	d	e	c	c	c
34	34	Diana Octaviani	e	b	d	e	d	c	a	e	c
35	35	Rifqi Kurniarsa	e	b	d	c	d	e	a	c	a
36	36	Alnindya Nugrahani	e	b	d	c	d	e	a	b	c
37	37	Arifka Ari Priana	e	b	d	c	d	e	a	e	c
38	38	Farhan Irfansyah Putra	e	b	b	c	d	e	b	d	e
39	39	Hendi Irawan	e	b	d	c	d	e	a	d	e
40	40	Irfan Hidayatullah	e	b	d	c	d	e	a	a	c
41	41	Nisrina Tullati Hasnah	e	c	e	c	d	e	a	c	c
42	42	Rangga Aulia Rahman	e	e	d	c	d	e	a	e	b
43	43	Roiyan Dwi Setiawan	e	b	b	c	d	b	a	a	c

Nomor Urut	Nomor Subyek	No. Butir Baru ----> No. Butir Asli ----> Nama Subyek Kunci ->	19	20	21	22	23	24	25	26	27
1	1	Bentang Rakai Tanggen	A	E	A	C	A	E	C	B	C
2	2	Ida Bagus Gede Darmap...	b	d	a	c	c	e	e	e	a
3	3	Maha Pametri Pranagari	b	e	c	e	c	a	e	b	a
4	4	Theofani Yusliyanti	d	e	c	c	c	e	e	b	c
5	5	Vinda Nuari Saptiany	d	e	c	c	c	e	e	b	c
6	6	Aninda Ulfa	c	d	e	c	a	c	e	b	c
7	7	Ida Nur Apriani	d	e	c	c	c	e	e	b	c
8	8	Mimbar Danu Wijaya	b	e	a	a	a	a	e	b	d
9	9	Ervina Krismawati	a	e	c	a	c	e	e	b	c
10	10	Rafi Fadhillah Hamzah	d	e	c	c	c	e	e	b	c
11	11	Andini Irmawati	d	e	c	c	c	e	e	b	c
12	12	Anita Rachmawati Taruna	d	e	c	a	c	e	e	b	c
13	13	Argya Bayuaji	d	a	c	c	c	c	e	b	c
14	14	Dwiki Bagas Pambudi	b	e	c	c	c	e	e	e	c
15	15	Eva Lailan Rahmania S...	b	e	c	c	c	e	e	b	c
16	16	Larasati Azizah	b	e	c	c	c	e	e	b	c
17	17	Anisa Warih Kencanawati	b	e	c	c	c	e	e	b	c
18	18	Muhammad Irsyad Abrar	b	e	c	c	c	e	e	b	c
19	19	Muhammad Ronny Pratama	c	e	c	c	c	a	e	b	c
20	20	Sri Bintang Amana	b	e	c	a	b	e	e	e	c
21	21	Bastian Dhira Octavianto	b	e	c	c	b	e	e	e	c
22	22	Azka Yuniko Pradana	d	e	a	c	e	a	e	e	c
23	23	Ihsan Sulthoni Maulana	d	e	c	c	c	e	e	b	c
24	24	Maulida Rahmawati	d	e	c	e	c	a	e	e	a
25	25	Muhammad Furqon Abrori	d	e	c	c	e	a	e	b	a
26	26	Muhammad Arkanul Fath	d	e	c	c	e	a	e	b	a

27	27	Rohai Widati	d	e	d	c	b	a	e	e	a
28	28	Salsabila Ayu Cesarini	d	e	c	c	c	a	e	e	c
29	29	Sonia Anggraini	d	e	c	c	e	d	e	b	c
30	30	Dewi Wulandari Cahyan...	d	e	c	c	c	c	e	b	e
31	31	Felicia Yura Maharani...	d	e	c	c	c	a	e	e	e
32	32	Laurensius Adhi Permana	d	e	c	c	e	a	e	b	a
33	33	Rio Wahyu Nugraha	d	e	e	c	c	c	e	b	a
34	34	Diana Octaviani	d	e	c	c	c	a	e	b	a
35	35	Rifqi Kurniarsa	b	e	e	c	b	a	e	b	b
36	36	Alnindya Nugrahani	d	e	d	a	c	a	e	b	d
37	37	Arifka Ari Priana	d	e	c	c	c	e	e	e	e
38	38	Farhan Irfansyah Putra	a	e	c	c	e	e	e	b	a
39	39	Hendi Irawan	c	e	c	a	c	e	e	b	c
40	40	Irfan Hidayatullah	a	e	b	b	c	a	e	b	d
41	41	Nisrina Tullati Hasnah	a	e	b	c	c	e	e	b	a
42	42	Rangga Aulia Rahman	b	e	a	c	c	e	e	e	e
43	43	Roiyan Dwi Setiawan	d	e	c	b	c	c	e	b	b

Nomor Urut	Nomor Subyek	No. Butir Baru -----> No. Butir Asli ----> Nama Subyek Kunci ->	28	29	30	31	32	33	34	35	36
1	1	Bentang Rakai Tanggen	c	b	b	d	d	c	d	c	e
2	2	Ida Bagus Gede Darmap...	b	c	b	d	b	c	b	b	a
3	3	Maha Pametri Pranagari	c	b	b	d	b	b	d	c	a
4	4	Theofani Yusliyanti	c	c	b	d	b	a	d	c	e
5	5	Vinda Nuari Saptiany	a	b	b	b	b	b	d	c	a
6	6	Aninda Ulfa	a	b	b	b	a	d	a	a	a
7	7	Ida Nur Apriani	a	a	b	d	b	d	d	c	a
8	8	Mimbar Danu Wijaya	e	e	b	b	a	a	d	d	b
9	9	Ervina Krismawati	a	b	b	b	b	b	d	c	a
10	10	Rafi Fadhillah Hamzah	a	b	b	d	b	b	d	c	a
11	11	Andini Irmawati	a	b	b	d	b	b	d	c	a
12	12	Anita Rachmawati Taruna	a	a	b	d	d	d	d	c	a
13	13	Argya Bayuaji	a	b	b	e	c	a	d	b	a
14	14	Dwiki Bagas Pambudi	a	c	c	d	c	c	d	b	c
15	15	Eva Lailan Rahmania S...	a	b	b	c	b	b	d	c	a
16	16	Larasati Azizah	a	b	b	b	b	b	d	c	a
17	17	Anisa Warih Kencanawati	a	c	b	d	b	b	d	c	e
18	18	Muhammad Irsyad Abrar	a	b	b	c	b	b	d	c	a
19	19	Muhammad Ronny Pratama	a	b	b	c	b	b	d	c	a
20	20	Sri Bintang Amana	a	b	b	b	b	b	d	c	b
21	21	Bastian Dhira Octavianto	a	b	b	d	b	b	d	c	b
22	22	Azka Yuniko Pradana	a	d	b	d	c	c	d	c	a
23	23	Ihsan Sulthoni Maulana	a	b	b	d	b	a	d	c	e
24	24	Maulida Rahmawati	e	d	b	d	a	a	d	b	a
25	25	Muhammad Furqon Abrori	a	d	b	d	b	a	d	c	a
26	26	Muhammad Arkanul Fath	a	b	b	d	b	a	d	c	a
27	27	Rohai Widati	e	e	b	b	b	d	d	c	c
28	28	Salsabila Ayu Cesarini	a	e	b	b	b	d	d	c	a
29	29	Sonia Anggraini	e	a	c	d	a	d	d	c	a
30	30	Dewi Wulandari Cahyan...	b	a	b	d	d	c	a	c	c
31	31	Felicia Yura Maharani...	e	e	b	d	b	a	d	c	c
32	32	Laurensius Adhi Permana	c	d	b	d	b	a	d	c	a
33	33	Rio Wahyu Nugraha	c	b	e	d	b	c	c	b	a
34	34	Diana Octaviani	c	b	b	d	c	a	d	b	a
35	35	Rifqi Kurniarsa	c	d	b	d	c	c	a	b	e
36	36	Alnindya Nugrahani	c	b	b	d	c	b	d	c	a
37	37	Arifka Ari Priana	e	e	c	d	b	d	d	c	c
38	38	Farhan Irfansyah Putra	c	d	b	d	b	a	d	c	a
39	39	Hendi Irawan	c	d	b	a	a	b	d	a	b
40	40	Irfan Hidayatullah	b	b	b	d	a	a	d	b	a
41	41	Nisrina Tullati Hasnah	a	a	b	d	c	a	a	c	e
42	42	Rangga Aulia Rahman	a	c	b	d	d	d	d	a	a
43	43	Roiyan Dwi Setiawan	e	e	c	d	b	d	d	a	b

Nomor Urut	Nomor Subyek	No. Butir Baru -----> No. Butir Asli ---->	37	38	39	40
			37	38	39	40

	Nama Subyek Kunci ->	C	D	E	B
1	1 Bentang Rakai Tanggen	d	b	e	e
2	2 Ida Bagus Gede Darmap...	d	b	e	b
3	3 Maha Pametri Pranagari	c	d	a	a
4	4 Theofani Yusliyanti	c	a	a	b
5	5 Vinda Nuari Saptiany	c	d	e	b
6	6 Aninda Ulfa	c	d	e	b
7	7 Ida Nur Apriani	c	d	e	b
8	8 Mimbar Danu Wijaya	c	e	a	e
9	9 Ervina Krismawati	d	d	e	b
10	10 Rafi Fadhillah Hamzah	c	d	e	b
11	11 Andini Irmawati	c	d	e	e
12	12 Anita Rachmawati Taruna	c	d	e	b
13	13 Argya Bayuaji	b	d	e	b
14	14 Dwiki Bagas Pambudi	b	d	b	a
15	15 Eva Lailan Rahmania S...	c	b	e	b
16	16 Larasati Azizah	c	d	e	b
17	17 Anisa Warih Kencanawati	c	d	e	b
18	18 Muhammad Irsyad Abrar	c	d	e	b
19	19 Muhammad Ronny Pratama	c	d	c	c
20	20 Sri Bintang Amana	c	d	e	a
21	21 Bastian Dhira Octavianto	c	d	e	a
22	22 Azka Yuniko Pradana	c	d	e	b
23	23 Ihsan Sulthoni Maulana	b	d	a	b
24	24 Maulida Rahmawati	c	d	d	b
25	25 Muhammad Furqon Abrori	c	d	e	b
26	26 Muhammad Arkanul Fath	c	c	e	b
27	27 Rohai Widati	c	d	e	a
28	28 Salsabila Ayu Cesarini	c	d	e	b
29	29 Sonia Anggraini	c	c	c	a
30	30 Dewi Wulandari Cahyan...	d	d	e	b
31	31 Felicia Yura Maharani...	c	d	a	b
32	32 Laurensius Adhi Permana	c	c	e	b
33	33 Rio Wahyu Nugraha	c	a	e	a
34	34 Diana Octaviani	b	c	a	b
35	35 Rifqi Kurniarsa	a	d	a	b
36	36 Alnindya Nugrahani	b	d	c	b
37	37 Arifka Ari Priana	c	d	e	b
38	38 Farhan Irfansyah Putra	d	c	e	b
39	39 Hendi Irawan	c	d	e	b
40	40 Irfan Hidayatullah	c	d	c	b
41	41 Nisrina Tullati Hasnah	b	d	e	a
42	42 Rangga Aulia Rahman	c	d	c	b
43	43 Roiyan Dwi Setiawan	c	d	e	b

APPENDIX 4

Data Analysis Result

KORELASI SKOR BUTIR DG SKOR TOTAL

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Jumlah Subyek= 43

Butir Soal= 40

Nama berkas: C:\USERS\DYLA'S NEW\SKRIPSI! BISMILLAAAH\ANA.ANA

No Butir Baru	No Butir Asli	Korelasi	Signifikansi
1	1	0,318	Signifikan
2	2	0,124	-
3	3	0,436	Sangat Signifikan
4	4	0,330	Signifikan
5	5	0,326	Signifikan
6	6	0,192	-
7	7	-0,185	-
8	8	-0,162	-
9	9	0,147	-
10	10	0,185	-
11	11	0,266	-
12	12	-0,201	-
13	13	-0,150	-
14	14	0,168	-
15	15	0,413	Sangat Signifikan
16	16	0,218	-
17	17	0,366	Signifikan
18	18	0,200	-
19	19	0,040	-
20	20	0,278	-
21	21	-0,235	-
22	22	0,125	-
23	23	-0,100	-
24	24	0,442	Sangat Signifikan
25	25	NAN	NAN
26	26	0,115	-
27	27	0,448	Sangat Signifikan
28	28	0,725	Sangat Signifikan
29	29	-0,050	-
30	30	0,328	Signifikan
31	31	0,323	Signifikan
32	32	0,460	Sangat Signifikan
33	33	-0,112	-
34	34	0,353	Signifikan
35	35	0,555	Sangat Signifikan
36	36	0,131	-
37	37	0,326	Signifikan
38	38	0,461	Sangat Signifikan
39	39	0,483	Sangat Signifikan
40	40	0,194	-

Catatan: Batas signifikansi koefisien korelasi sebagaai berikut:

df (N-2)	P=0,05	P=0,01	df (N-2)	P=0,05	P=0,01
10	0,576	0,708	60	0,250	0,325
15	0,482	0,606	70	0,233	0,302
20	0,423	0,549	80	0,217	0,283
25	0,381	0,496	90	0,205	0,267
30	0,349	0,449	100	0,195	0,254
40	0,304	0,393	125	0,174	0,228
50	0,273	0,354	>150	0,159	0,208

Bila koefisien = 0,000 berarti tidak dapat dihitung.

RELIABILITAS TES

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Rata2= 21,60

Simpang Baku= 3,59

KorelasiXY= 0,26

Reliabilitas Tes= 0,41

Nama berkas: C:\USERS\DYLA'S NEW\SKRIPSI! BISMILLAAH\ANA.ANA

No.Urut	No. Subyek	Kode>Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	1	Bentang Rakai...	8	9	17
2	2	Ida Bagus Ged...	3	11	14
3	3	Maha Pametri ...	5	13	18
4	4	Theofani Yusr...	6	13	19
5	5	Vinda Nuari S...	10	18	28
6	6	Aninda Ulfa	10	11	21
7	7	Ida Nur Apriani	9	17	26
8	8	Mimbar Danu W...	11	8	19
9	9	Ervina Krisma...	10	16	26
10	10	Rafi Fadhilla...	9	18	27
11	11	Andini Irmawati	9	17	26
12	12	Anita Rachmaw...	9	14	23
13	13	Argya Bayuaji	6	13	19
14	14	Dwiki Bagas P...	7	13	20
15	15	Eva Lailan Ra...	7	16	23
16	16	Larasati Azizah	11	17	28
17	17	Anisa Warih K...	9	16	25
18	18	Muhammad Irsy...	9	18	27
19	19	Muhammad Ronn...	8	14	22
20	20	Sri Bintang A...	11	13	24
21	21	Bastian Dhira...	10	13	23
22	22	Azka Yuniko P...	9	14	23
23	23	Ihsan Sulthon...	6	17	23
24	24	Maulida Rahma...	5	12	17
25	25	Muhammad Furq...	9	17	26
26	26	Muhammad Arka...	8	16	24
27	27	Rohai Widati	9	13	22
28	28	Salsabila Ayu...	8	16	24
29	29	Sonia Anggraini	5	10	15
30	30	Dewi Wulandar...	6	13	19
31	31	Felicia Yura ...	7	14	21
32	32	Laurensius Ad...	7	14	21
33	33	Rio Wahyu Nug...	6	10	16
34	34	Diana Octaviani	3	14	17
35	35	Rifqi Kurniarsa	5	12	17
36	36	Alnindya Nugr...	5	14	19
37	37	Arifka Ari Pr...	8	14	22
38	38	Farhan Irfans...	9	13	22
39	39	Hendi Irawan	9	13	22
40	40	Irfan Hidayat...	7	14	21
41	41	Nisrina Tulla...	11	13	24
42	42	Rangga Aulia ...	6	14	20
43	43	Roiyan Dwi Se...	6	13	19

DAYA PEMBEDA

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Jumlah Subyek= 43

Klp atas/bawah(n)= 12

Butir Soal= 40

Nama berkas: C:\USERS\DYLA'S NEW\SKRIPSI\ BISMILLAAAH\ANA.ANA

No Butir Baru	No Butir Asli	Kel. Atas	Kel. Bawah	Beda	Indeks DP (%)
1	1	12	10	2	16,67
2	2	12	11	1	8,33
3	3	11	6	5	41,67
4	4	12	10	2	16,67
5	5	12	9	3	25,00
6	6	9	7	2	16,67
7	7	0	2	-2	-16,67
8	8	0	1	-1	-8,33
9	9	4	3	1	8,33
10	10	12	11	1	8,33
11	11	3	1	2	16,67
12	12	0	1	-1	-8,33
13	13	0	1	-1	-8,33
14	14	12	10	2	16,67
15	15	10	5	5	41,67
16	16	10	8	2	16,67
17	17	6	1	5	41,67
18	18	12	10	2	16,67
19	19	1	1	0	0,00
20	20	12	10	2	16,67
21	21	0	1	-1	-8,33
22	22	10	8	2	16,67
23	23	0	0	0	0,00
24	24	9	2	7	58,33
25	25	0	0	0	0,00
26	26	10	10	0	0,00
27	27	10	3	7	58,33
28	28	12	1	11	91,67
29	29	1	1	0	0,00
30	30	12	9	3	25,00
31	31	5	0	5	41,67
32	32	12	4	8	66,67
33	33	2	3	-1	-8,33
34	34	12	8	4	33,33
35	35	12	5	7	58,33
36	36	10	8	2	16,67
37	37	11	5	6	50,00
38	38	11	7	4	33,33
39	39	12	6	6	50,00
40	40	10	8	2	16,67

TINGKAT KESUKARAN

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Jumlah Subyek= 43

Butir Soal= 40

Nama berkas: C:\USERS\DYLA'S NEW\SKRIPSI! BISMILLAAH\ANA.ANA

No Butir Baru	No Butir Asli	Jml Betul	Tkt. Kesukaran(%)	Tafsiran
1	1	41	95,35	Sangat Mudah
2	2	40	93,02	Sangat Mudah
3	3	33	76,74	Mudah
4	4	40	93,02	Sangat Mudah
5	5	39	90,70	Sangat Mudah
6	6	26	60,47	Sedang
7	7	5	11,63	Sangat Sukar
8	8	2	4,65	Sangat Sukar
9	9	14	32,56	Sedang
10	10	38	88,37	Sangat Mudah
11	11	5	11,63	Sangat Sukar
12	12	3	6,98	Sangat Sukar
13	13	3	6,98	Sangat Sukar
14	14	39	90,70	Sangat Mudah
15	15	29	67,44	Sedang
16	16	33	76,74	Mudah
17	17	11	25,58	Sukar
18	18	36	83,72	Mudah
19	19	5	11,63	Sangat Sukar
20	20	40	93,02	Sangat Mudah
21	21	4	9,30	Sangat Sukar
22	22	33	76,74	Mudah
23	23	2	4,65	Sangat Sukar
24	24	22	51,16	Sedang
25	25	0	0,00	Sangat Sukar
26	26	32	74,42	Mudah
27	27	23	53,49	Sedang
28	28	23	53,49	Sedang
29	29	6	13,95	Sangat Sukar
30	30	38	88,37	Sangat Mudah
31	31	8	18,60	Sukar
32	32	26	60,47	Sedang
33	33	13	30,23	Sangat Mudah
34	34	37	86,05	Sangat Mudah
35	35	30	69,77	Sedang
36	36	27	62,79	Sedang
37	37	31	72,09	Mudah
38	38	32	74,42	Mudah
39	39	29	67,44	Sedang
40	40	31	72,09	Mudah

KUALITAS PENGECOH

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Jumlah Subyek= 43

Butir Soal= 40

Nama berkas: C:\USERS\DYLA'S NEW\SKRIPSI! BISMILLAAAH\ANA.ANA

No Butir Baru	No Butir Asli	a	b	c	d	e	*
1	1	41**	0---	2---	0---	0---	0
2	2	0---	40**	2---	1+	0---	0
3	3	4-	5---	33**	0---	1-	0
4	4	1+	40**	2---	0---	0---	0
5	5	0---	1++	3---	0---	39**	0
6	6	1---	13---	26**	0---	3+	0
7	7	2---	25---	8++	3-	5**	0
8	8	1---	5-	3-	32---	2**	0
9	9	23---	14**	3-	0---	3-	0
10	10	1++	0---	4---	0---	38**	0
11	11	6+	30---	5**	0---	2--	0
12	12	5-	7+	0---	28---	3**	0
13	13	0---	3**	35---	2--	3-	0
14	14	2---	1++	1++	39**	0---	0
15	15	2+	4++	6-	2+	29**	0
16	16	33**	4-	3++	1-	2++	0
17	17	9++	11**	8++	9++	6+	0
18	18	2++	2++	36**	0---	3-	0
19	19	5**	12+	3-	23---	0---	0
20	20	1+	0---	0---	2---	40**	0
21	21	4**	2--	32---	2--	3-	0
22	22	6---	2++	33**	0---	2++	0
23	23	2**	4-	30---	0---	7+	0
24	24	15---	0---	5++	1--	22**	0
25	25	0---	0---	0**	0---	43---	0
26	26	0---	32**	0---	0---	11---	0
27	27	11---	2-	23**	3+	4++	0
28	28	23**	3+	10---	0---	7+	0
29	29	1---	24---	5+	7++	6**	0
30	30	0---	38**	4---	0---	1++	0
31	31	1--	8**	3-	30---	1--	0
32	32	6+	26**	7-	4++	0---	0
33	33	13**	14--	7++	9++	0---	0
34	34	4---	1+	1+	37**	0---	0
35	35	4++	8---	30**	1-	0---	0
36	36	27**	5++	5++	0---	6+	0
37	37	1-	6---	31**	5-	0---	0
38	38	2+	3++	5--	32**	1-	0
39	39	7--	1-	5+	1-	29**	0
40	40	8---	31**	1-	0---	3++	0

Keterangan:

** : Kunci Jawaban

++ : Sangat Baik

+ : Baik

- : Kurang Baik

-- : Buruk

--- : Sangat Buruk

APPENDIX 5

Upper and Lower Group

KELOMPOK UNGGUL & ASOR

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Kelompok Unggul

Nama berkas: C:\USERS\DYLA'S NEW\SKRIPSI\ BISMILLAAAH\DATA ASLI\ANA.ANA

No.Urut	No Subyek	Kode>Nama Subyek	Skor	1	2	3	4	5	6	7
1	5	Vinda Nuari S...	28	1	2	3	4	5	6	7
2	16	Larasati Azizah	28	1	1	1	1	1	1	-
3	10	Rafi Fadhillah...	27	1	1	1	1	1	1	-
4	18	Muhammad Irsy...	27	1	1	1	1	1	1	-
5	7	Ida Nur Apriani	26	1	1	1	1	1	-	-
6	9	Ervina Krisma...	26	1	1	1	1	1	1	-
7	11	Andini Irmawati	26	1	1	1	1	1	1	-
8	25	Muhammad Furq...	26	1	1	1	1	1	1	-
9	17	Anisa Warih K...	25	1	1	1	1	1	-	-
10	20	Sri Bintang A...	24	1	1	1	1	1	-	-
11	26	Muhammad Arka...	24	1	1	1	1	1	1	-
12	28	Salsabila Ayu...	24	1	1	-	1	1	1	-
Jml Jwb Benar				12	12	11	12	12	9	0

No.Urut	No Subyek	Kode>Nama Subyek	Skor	8	9	10	11	12	13	14
1	5	Vinda Nuari S...	28	-	-	1	-	-	-	1
2	16	Larasati Azizah	28	-	1	1	1	-	-	1
3	10	Rafi Fadhillah...	27	-	-	1	-	-	-	1
4	18	Muhammad Irsy...	27	-	-	1	-	-	-	1
5	7	Ida Nur Apriani	26	-	1	1	-	-	-	1
6	9	Ervina Krisma...	26	-	-	1	-	-	-	1
7	11	Andini Irmawati	26	-	-	1	-	-	-	1
8	25	Muhammad Furq...	26	-	-	1	1	-	-	1
9	17	Anisa Warih K...	25	-	1	1	-	-	-	1
10	20	Sri Bintang A...	24	-	1	1	-	-	-	1
11	26	Muhammad Arka...	24	-	-	1	1	-	-	1
12	28	Salsabila Ayu...	24	-	-	1	-	-	-	1
Jml Jwb Benar				0	4	12	3	0	0	12

No.Urut	No Subyek	Kode>Nama Subyek	Skor	15	16	17	18	19	20	21
1	5	Vinda Nuari S...	28	1	1	1	1	-	1	-
2	16	Larasati Azizah	28	1	-	-	1	-	1	-
3	10	Rafi Fadhillah...	27	1	1	1	1	-	1	-
4	18	Muhammad Irsy...	27	1	1	1	1	-	1	-
5	7	Ida Nur Apriani	26	1	1	-	1	-	1	-
6	9	Ervina Krisma...	26	1	-	1	1	1	1	-
7	11	Andini Irmawati	26	1	1	1	1	-	1	-
8	25	Muhammad Furq...	26	1	1	-	1	-	1	-
9	17	Anisa Warih K...	25	1	1	-	1	-	1	-
10	20	Sri Bintang A...	24	1	1	1	1	-	1	-
11	26	Muhammad Arka...	24	-	1	-	1	-	1	-
12	28	Salsabila Ayu...	24	-	1	-	1	-	1	-
Jml Jwb Benar				10	10	6	12	1	12	0

No.Urut	No Subyek	Kode>Nama Subyek	Skor	22	23	24	25	26	27	28
1	5	Vinda Nuari S...	28	1	-	1	-	1	1	1
2	16	Larasati Azizah	28	1	-	1	-	1	1	1
3	10	Rafi Fadhillah...	27	1	-	1	-	1	1	1
4	18	Muhammad Irsy...	27	1	-	1	-	1	1	1
5	7	Ida Nur Apriani	26	1	-	1	-	1	1	1
6	9	Ervina Krisma...	26	-	-	1	-	1	1	1
7	11	Andini Irmawati	26	1	-	1	-	1	1	1
8	25	Muhammad Furq...	26	1	-	-	-	1	-	1
9	17	Anisa Warih K...	25	1	-	1	-	1	1	1
10	20	Sri Bintang A...	24	-	-	1	-	-	1	1
11	26	Muhammad Arka...	24	1	-	-	-	1	-	1
12	28	Salsabila Ayu...	24	1	-	-	-	-	1	1

Jml Jwb Benar				10	0	9	0	10	10	12
No.Urut	No Subyek	Kode>Nama Subyek	Skor	29	30	31	32	33	34	35
1	5	Vinda Nuari S...	28	-	1	1	1	-	1	1
2	16	Larasati Azizah	28	-	1	1	1	-	1	1
3	10	Rafi Fadhilla...	27	-	1	-	1	-	1	1
4	18	Muhammad Irsy...	27	-	1	-	1	-	1	1
5	7	Ida Nur Apriani	26	-	1	-	1	-	1	1
6	9	Ervina Krisma...	26	-	1	1	1	-	1	1
7	11	Andini Irmawati	26	-	1	-	1	-	1	1
8	25	Muhammad Furq...	26	-	1	-	1	1	1	1
9	17	Anisa Warih K...	25	-	1	-	1	-	1	1
10	20	Sri Bintang A...	24	-	1	1	1	-	1	1
11	26	Muhammad Arka...	24	-	1	-	1	1	1	1
12	28	Salsabila Ayu...	24	1	1	1	1	-	1	1
Jml Jwb Benar				1	12	5	12	2	12	12

Jml Jwb Benar				36	37	38	39	40
No.Urut	No Subyek	Kode>Nama Subyek	Skor	36	37	38	39	40
1	5	Vinda Nuari S...	28	1	1	1	1	1
2	16	Larasati Azizah	28	1	1	1	1	1
3	10	Rafi Fadhilla...	27	1	1	1	1	1
4	18	Muhammad Irsy...	27	1	1	1	1	1
5	7	Ida Nur Apriani	26	1	1	1	1	1
6	9	Ervina Krisma...	26	1	-	1	1	1
7	11	Andini Irmawati	26	1	1	1	1	-
8	25	Muhammad Furq...	26	1	1	1	1	1
9	17	Anisa Warih K...	25	-	1	1	1	1
10	20	Sri Bintang A...	24	-	1	1	1	-
11	26	Muhammad Arka...	24	1	1	-	1	1
12	28	Salsabila Ayu...	24	1	1	1	1	1
Jml Jwb Benar				10	11	11	12	10

Kelompok Asor

Nama berkas: C:\USERS\DYLA'S NEW\SKRIPSI\ BISMILLAAAH\DATA ASLI\ANA.ANA

Jml Jwb Benar				1	2	3	4	5	6	7
No.Urut	No Subyek	Kode>Nama Subyek	Skor	1	2	3	4	5	6	7
1	13	Argya Bayuaji	19	-	1	-	1	1	-	-
2	30	Dewi Wulandar...	19	1	1	1	1	1	1	-
3	36	Alnindya Nugr...	19	1	1	-	1	1	1	-
4	43	Roiyan Dwi Se...	19	1	1	1	-	1	1	-
5	3	Maha Pametri ...	18	1	1	1	1	-	1	-
6	1	Bentang Rakai...	17	1	-	-	1	-	-	1
7	24	Maulida Rahma...	17	1	1	1	1	1	1	-
8	34	Diana Octaviani	17	1	1	-	1	1	1	-
9	35	Rifqi Kurniarsa	17	1	1	1	1	1	1	-
10	33	Rio Wahyu Nug...	16	1	1	1	1	1	-	-
11	29	Sonia Anggraini	15	1	1	-	1	1	-	-
12	2	Ida Bagus Ged...	14	-	1	-	-	-	-	1
Jml Jwb Benar				10	11	6	10	9	7	2

Jml Jwb Benar				8	9	10	11	12	13	14
No.Urut	No Subyek	Kode>Nama Subyek	Skor	8	9	10	11	12	13	14
1	13	Argya Bayuaji	19	-	1	1	1	-	-	1
2	30	Dewi Wulandar...	19	-	-	1	-	-	-	1
3	36	Alnindya Nugr...	19	-	-	1	-	-	-	1
4	43	Roiyan Dwi Se...	19	1	-	1	-	-	-	1
5	3	Maha Pametri ...	18	-	-	1	-	-	-	1
6	1	Bentang Rakai...	17	-	1	-	-	-	1	-
7	24	Maulida Rahma...	17	-	-	1	-	-	-	-
8	34	Diana Octaviani	17	-	-	1	-	-	-	1
9	35	Rifqi Kurniarsa	17	-	1	1	-	-	-	1
10	33	Rio Wahyu Nug...	16	-	-	1	-	-	-	1
11	29	Sonia Anggraini	15	-	-	1	-	-	-	1
12	2	Ida Bagus Ged...	14	-	-	1	-	1	-	1
Jml Jwb Benar				1	3	11	1	1	1	10

15 16 17 18 19 20 21

No.Urut	No Subyek	Kode>Nama Subyek	Skor	15	16	17	18	19	20	21
1	13	Argya Bayuaji	19	-	-	-	1	-	-	-
2	30	Dewi Wulandar...	19	1	1	-	1	-	1	-
3	36	Alnindya Nugr...	19	1	1	1	1	-	1	-
4	43	Roiyan Dwi Se...	19	-	1	-	1	-	1	-
5	3	Maha Pametri ...	18	1	-	-	1	-	1	-
6	1	Bentang Rakai...	17	-	1	-	1	1	1	-
7	24	Maulida Rahma...	17	-	1	-	1	-	1	-
8	34	Diana Octaviani	17	-	1	-	1	-	1	-
9	35	Rifqi Kurniarsa	17	1	1	-	-	-	1	-
10	33	Rio Wahyu Nug...	16	1	-	-	1	-	1	-
11	29	Sonia Anggraini	15	-	1	-	-	-	1	-
12	2	Ida Bagus Ged...	14	-	-	-	1	-	-	1
Jml Jwb Benar				5	8	1	10	1	10	1

No.Urut	No Subyek	Kode>Nama Subyek	Skor	22	23	24	25	26	27	28
1	13	Argya Bayuaji	19	1	-	-	-	1	1	1
2	30	Dewi Wulandar...	19	1	-	-	-	1	-	-
3	36	Alnindya Nugr...	19	-	-	-	-	1	-	-
4	43	Roiyan Dwi Se...	19	-	-	-	-	1	-	-
5	3	Maha Pametri ...	18	-	-	-	-	1	-	-
6	1	Bentang Rakai...	17	1	-	1	-	1	1	-
7	24	Maulida Rahma...	17	-	-	-	-	-	-	-
8	34	Diana Octaviani	17	1	-	-	-	1	-	-
9	35	Rifqi Kurniarsa	17	1	-	-	-	1	-	-
10	33	Rio Wahyu Nug...	16	1	-	-	-	1	-	-
11	29	Sonia Anggraini	15	1	-	-	-	1	1	-
12	2	Ida Bagus Ged...	14	1	-	1	-	-	-	-
Jml Jwb Benar				8	0	2	0	10	3	1

No.Urut	No Subyek	Kode>Nama Subyek	Skor	29	30	31	32	33	34	35
1	13	Argya Bayuaji	19	-	1	-	-	1	1	-
2	30	Dewi Wulandar...	19	-	1	-	-	-	-	1
3	36	Alnindya Nugr...	19	-	1	-	-	-	1	1
4	43	Roiyan Dwi Se...	19	1	-	-	1	-	1	-
5	3	Maha Pametri ...	18	-	1	-	1	-	1	1
6	1	Bentang Rakai...	17	-	1	-	-	-	1	1
7	24	Maulida Rahma...	17	-	1	-	-	1	1	-
8	34	Diana Octaviani	17	-	1	-	-	1	1	-
9	35	Rifqi Kurniarsa	17	-	1	-	-	-	-	-
10	33	Rio Wahyu Nug...	16	-	-	-	1	-	-	-
11	29	Sonia Anggraini	15	-	-	-	-	-	1	1
12	2	Ida Bagus Ged...	14	-	1	-	1	-	-	-
Jml Jwb Benar				1	9	0	4	3	8	5

No.Urut	No Subyek	Kode>Nama Subyek	Skor	36	37	38	39	40
1	13	Argya Bayuaji	19	1	-	1	1	1
2	30	Dewi Wulandar...	19	-	-	1	1	1
3	36	Alnindya Nugr...	19	1	-	1	-	1
4	43	Roiyan Dwi Se...	19	-	1	1	1	1
5	3	Maha Pametri ...	18	1	1	1	-	-
6	1	Bentang Rakai...	17	-	-	-	1	-
7	24	Maulida Rahma...	17	1	1	1	-	1
8	34	Diana Octaviani	17	1	-	-	-	1
9	35	Rifqi Kurniarsa	17	-	-	1	-	1
10	33	Rio Wahyu Nug...	16	1	1	-	1	-
11	29	Sonia Anggraini	15	1	1	-	-	-
12	2	Ida Bagus Ged...	14	1	-	-	1	1
Jml Jwb Benar				8	5	7	6	8

APPENDIX 6

Test Participants Name

TEST PARTICIPANTS NAME
XI IPS 1

1. Bentang Rakai Tanggen
2. Ida Bagus Gede Darmaputra
3. Maha Pametri Pranagari
4. Theofani Yusliyanti
5. Vinda Nuari Saptiany
6. Aninda Ulfa
7. Ida Nur Apriani
8. Mimbar Danu Wijaya
9. Ervina Krismawati
10. Rafi Fadhillah Hamzah
11. Andini Irmawati
12. Anita Rachmawati Taruna
13. Argya Bayuaji
14. Dwiki Bagus Pambudi
15. Eva Lailan Rahmania Syefiada
16. Larasati Azizah
17. Anisa Warih Kencanawati
18. Muhammad Irsyad Abrar
19. Muhammad Ronny Pratama
20. Sri Bintang Amana
21. Bastian Dhira Octavianto

TEST PARTICIPANTS NAME
XI IPS 2

1. Azka Yuniko Pradana
2. Ihsan Sulthoni Maulana
3. Maulida Rahmawati
4. Muhammad Furqon Abrori
5. Muhammad Arkanul Fath
6. Rohai Widati
7. Salsabila Ayu Cesarini
8. Sonia Anggraini
9. Dewi Wulandari Cahyaningrum
10. Felicia Yura Maharani Riyanti
11. Laurensius Adhi Permana
12. Rio Wahyu Nugraha
13. Diana Octaviani
14. Rifqi Kurniarsa
15. Alnindya Nugrahani
16. Arifka Ari Priana
17. Farhan Irfansyah Putra
18. Hendi Irawan
19. Irfan Hidayatullah
20. Nisrina Tullati Hasnah
21. Rangga Aulia Rahman
22. Roiyan Dwi Setiawan

APPENDIX 7

The Summary of Analysis Result

**The Summary of the Analysis Result of Final Examination Economic Subject
at Grade XI IPS in SMA Negeri 10 Yogyakarta Academic Year of 2014/2015**

NO.	VAL	DI	LOD	EOD	INTERPRETATION			
					VAL	DI	LOD	EOD
1	0,318	16,67	95,35	0	V	P	E	NG
2	0,124	8,33	93,02	0	IV	P	E	NG
3	0,436	41,67	76,74	2	V	G	E	Mo
4	0,330	16,67	93,02	0	V	P	E	NG
5	0,326	25,00	90,70	1	V	Mo	E	LG
6	0,192	16,67	60,47	2	IV	P	M	Mo
7	-0,185	-16,67	11,63	3	IV	P	D	G
8	-0,162	-8,33	4,65	3	IV	P	D	G
9	0,147	8,33	32,56	3	IV	P	M	G
10	0,185	8,33	88,37	1	IV	P	E	LG
11	0,266	16,67	11,63	2	IV	P	D	Mo
12	-0,201	-8,33	6,98	3	IV	P	D	G
13	-0,150	-8,33	6,98	3	IV	P	D	Mo
14	0,168	16,67	90,70	0	IV	P	E	NG
15	0,413	41,67	67,44	2	V	G	M	Mo
16	0,218	16,67	76,74	2	IV	P	E	Mo
17	0,366	41,67	25,58	4	V	G	D	VG
18	0,200	16,67	83,72	1	IV	P	E	LG
19	0,040	0,00	11,63	3	IV	P	D	G
20	0,278	16,67	93,02	0	IV	P	M	NG
21	-0,235	-8,33	9,30	1	IV	P	D	Mo
22	0,125	16,67	76,74	1	IV	P	E	LG
23	-0,100	0,00	4,65	3	IV	P	D	G
24	0,442	58,33	51,16	2	V	G	M	Mo
25	NAN	0,00	0,00	1	IV	P	D	LG
26	0,115	0,00	74,42	1	IV	P	E	LG
27	0,448	58,33	53,49	3	V	G	M	G
28	0,725	91,67	53,49	3	V	Ex	M	G
29	-0,05	0,00	13,95	3	IV	P	D	G
30	0,328	25,00	88,37	1	V	Mo	E	LG
31	0,323	41,67	18,60	2	V	G	D	Mo
32	0,460	66,67	60,47	3	V	G	M	G
33	-0,112	-8,33	30,23	3	IV	P	E	G
34	0,353	33,33	86,05	1	V	Mo	E	LG
35	0,555	58,33	69,77	2	V	G	M	Mo
36	0,131	16,67	62,79	3	IV	P	M	G
37	0,326	50,00	72,09	2	V	G	E	Mo
38	0,461	33,33	74,42	2	V	Mo	E	Mo
39	0,483	50,00	67,44	2	V	G	M	Mo
40	0,194	16,67	72,09	2	IV	P	E	Mo

Source: Primary Data

Notes:

VAL = Validity

G = Good

DI = Discrimination Index

Ex = Excellent

LOD = Level of Difficulty

D = Difficult

EOD = Effectiveness of Distractor

M = Medium

V = Valid

E = Easy

IV = Invalid

VG = Very Good

P = Poor

LG = Less Good

Mo = Moderate

NG = Not Good

APPENDIX 8

The Summary Data of Quality Test

**The Summary Data of the Quality of Final Examination Economic Subject at
Grade XI IPS in SMA Negeri 10 Yogyakarta Academic Year of 2014/2015**

NO.	VAL	DI	LOD	EOD	INTERPRETATION				EXP
					VAL	DI	LOD	EOD	
1	0,318	16,67	95,35	0	V	P	E	NG	DC/BAD
2	0,124	8,33	93,02	0	IV	P	E	NG	DC/BAD
3	0,436	41,67	76,74	2	V	G	E	Mo	ACC/M
4	0,330	16,67	93,02	0	V	P	E	NG	DC/BAD
5	0,326	25,00	90,70	1	V	Mo	E	LG	DC/BAD
6	0,192	16,67	60,47	2	IV	P	M	Mo	DC/BAD
7	-0,185	-16,67	11,63	3	IV	P	D	G	DC/BAD
8	-0,162	-8,33	4,65	3	IV	P	D	G	DC/BAD
9	0,147	8,33	32,56	3	IV	P	M	G	DC/BAD
10	0,185	8,33	88,37	1	IV	P	E	LG	DC/BAD
11	0,266	16,67	11,63	2	IV	P	D	Mo	DC/BAD
12	-0,201	-8,33	6,98	3	IV	P	D	G	DC/BAD
13	-0,150	-8,33	6,98	3	IV	P	D	Mo	DC/BAD
14	0,168	16,67	90,70	0	IV	P	E	NG	DC/BAD
15	0,413	41,67	67,44	2	V	G	M	Mo	ACC/G
16	0,218	16,67	76,74	2	IV	P	E	Mo	DC/BAD
17	0,366	41,67	25,58	4	V	G	D	VG	ACC/M
18	0,200	16,67	83,72	1	IV	P	E	LG	DC/BAD
19	0,040	0,00	11,63	3	IV	P	D	G	DC/BAD
20	0,278	16,67	93,02	0	IV	P	M	NG	DC/BAD
21	-0,235	-8,33	9,30	1	IV	P	D	Mo	DC/BAD
22	0,125	16,67	76,74	1	IV	P	E	LG	DC/BAD
23	-0,100	0,00	4,65	3	IV	P	D	G	DC/BAD
24	0,442	58,33	51,16	2	V	G	M	Mo	ACC/M
25	NAN	0,00	0,00	1	IV	P	D	LG	DC/BAD
26	0,115	0,00	74,42	1	IV	P	E	LG	DC/BAD
27	0,448	58,33	53,49	3	V	G	M	G	ACC/G
28	0,725	91,67	53,49	3	V	Ex	M	G	ACC/M
29	-0,05	0,00	13,95	3	IV	P	D	G	DC/BAD
30	0,328	25,00	88,37	1	V	Mo	E	LG	DC/BAD
31	0,323	41,67	18,60	2	V	G	D	Mo	ACC/M
32	0,460	66,67	60,47	3	V	G	M	G	ACC/G
33	-0,112	-8,33	30,23	3	IV	P	E	G	DC/BAD
34	0,353	33,33	86,05	1	V	Mo	E	LG	DC/BAD
35	0,555	58,33	69,77	2	V	G	M	Mo	ACC/G
36	0,131	16,67	62,79	3	IV	P	M	G	DC/BAD
37	0,326	50,00	72,09	2	V	G	E	Mo	ACC/M
38	0,461	33,33	74,42	2	V	Mo	E	Mo	ACC/M
39	0,483	50,00	67,44	2	V	G	M	Mo	ACC/G
40	0,194	16,67	72,09	2	IV	P	E	Mo	DC/BAD

Source: Primary Data

Notes:

VAL = Validity

DI = Discrimination Index

LOD = Level of Difficulty

EOD = Effectiveness of Distractor

V = Valid

IV = Invalid

P = Poor

Mo = Moderate

G = Good

Ex = Excellent

D = Difficult

M = Medium

E = Easy

VG = Very Good

LG = Less Good

NG = Not Good

EXP = Explanation

DC = Discarded

ACC = Accepted

APPENDIX 9

Question Framework

KISI-KISI SOAL UKK SEMESTER II (GENAP)
TAHUN 2014/2015

Nama Sekolah : SMA Negeri 10 Yogyakarta
Mata Pelajaran : Ekonomi
Kelas : XI IPS
Jumlah Butir Soal : 40
Bentuk Soal : Pilihan Ganda

No.	Standar Kompetensi	Kompetensi Dasar	Materi	Indikator	No. Soal
1.	Mengenal Pasar Modal	1.1 Mengenal jenis produk dalam bursa efek	1. Jenis produk dalam bursa efek 2. Perbedaan obligasi dengan saham 3. Analisa fundamental calon investor	1. Pasar modal 2. Perbedaan obligasi dengan saham 3. Analisa fundamental calon investor	1, 2, 3, 5, 6, 9, 11, 12
		1.2 Mendeskripsi-kan mekanisme bursa efek	1. Mekanisme kerja bursa efek 2. Mekanisme perdagangan efek di pasar modal	1. Pasar modal 2. Mengajukan mekanisme perdagangan efek di pasar modal	4, 8, 10,
2.	Mengenal Pasar Uang	Mendeskripsi-kan pasar uang	Deskripsi kelebihan pasar uang	Deskripsikan kelebihan pasar uang	7
3.	Memahami Perekonomian Terbuka	3.1 Mengidentifikasi kurs tukar valuta asing dan neraca pembayaran	Perhitungan kurs tukar valuta asing dalam neraca pembayaran	Menghitung Analisa fundamental calon investor	13, 27
		3.2 Menjelaskan konsep tariff, quota, larangan ekspor, larangan impor, subsidi, premi, diskriminasi harga dan dumping	Menjelaskan politik kebijakan dumping	Menjelaskan politik kebijakan dumping	14, 15
		3.3 Mengidentifikasi manfaat, keuntungan, dan	1. Faktor-faktor yang mempengaruhi	1. Menyebut-kan faktor-faktor yang	16, 17, 18,

		faktor-faktor perdagangan internasional	perdagangan internasional 2. Perhitungan neraca pembayaran 3. Dampak positif ekspor 4. Tujuan perdagangan internasional	mempengaruhi perdagangan internasional 2. Menghitung neraca pembayaran 3. Menyebutkan tujuan perdagangan internasional	19, 20, 21, 22, 23, 24, 25, 26, 27
		3.4 Menjelaskan fungsi, sumber, dan tujuan devisa.	1. Sumber-sumber devisa 2. Pembayaran Internasional	1. Deskripsi sumber devisa 2. Deskripsi pembayaran internasional	28, 29
4.	Menyusun Laporan Keuangan Perusahaan Jasa	4.1 Menyusun Laporan Keuangan Perusahaan Jasa	1. Mengkaji referensi untuk menyusun laporan keuangan 2. Mengerjakan jurnal penutup 3. Mengkaji referensi untuk mengisi laporan keuangan berdasarkan saldo akun dalam kertas kerja 4. Manfaat neraca saldo dalam laporan keuangan	1. Menyusun jurnal penyesuaian 2. Menyusun akar utang dan daftar neraca saldo 3. Menyusun kertas kerja 4. Jurnal penutup 5. Penyusunan kertas kerja 6. Manfaat neraca saldo dalam laporan keuangan	30, 31, 32, 33, 34, 35, 36
		4.2 Neraca Saldo setelah penutupan	Neraca saldo setelah penutupan	Neraca saldo setelah penutupan	37
		4.3 Kertas kerja	Manfaat kertas kerja	Manfaat kertas kerja	38, 39
		4.4 Laporan L/R	Laporan L/R	Laporan L/R	40

Mengetahui
Kepala Sekolah

Yogyakarta, 15 Juni 2015
Guru Mata Pelajaran

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APPENDIX 10

Research Liscence



**PEMERINTAHAN KOTA YOGYAKARTA
DINAS PERIZINAN**

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 515866, 562682
Fax (0274) 555241
E-MAIL : perizinan@jogjakota.go.id
HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id
WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/2844
5284/34

Membaca Surat : Dari Wakil Dekan Fak. Ekonomi - UNY
Nomor : 1643/UN34.18/LT/2015 Tanggal : 14 Agustus 2015

Mengingat : 1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
5. Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Dijijinkan Kepada : Nama : DILA PUSPA KENCANA
No. Mhs/ NIM : 11403244045
Pekerjaan : Mahasiswa Fak. Ekonomi - UNY
Alamat : Kampus Karangmalang Yogyakarta
Penanggungjawab : Andian Ari Istiningrum, M.Com
Keperluan : Melakukan Penelitian dengan judul Proposal :TES ITEM ANALYSIS OF FINAL EXAMINATION EKONOMIC SUBJECT IN GRADE XI IIS SMA NEGERI 10 YOGYAKARTA ACADEMIC YESR 2014/2015

Lokasi/Responden : Kota Yogyakarta
Waktu : 26 Agustus 2015 s/d 26 November 2015
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan
Pemegang Izin

DILA PUSPA KENCANA



Drs. HARDONO
NIP. 195804101985031013

Tembusan Kepada :

- Yth 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMA Negeri 10 Yogyakarta
4. Wakil Dekan Fak. Ekonomi - UNY
5. Ybs.